

The BUSINESS EDUCATION WORLD

MAR 2 1949

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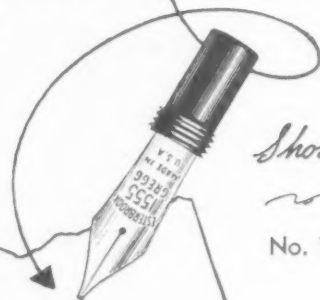
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MARCH

1949

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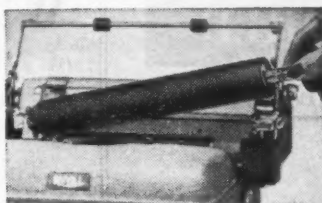
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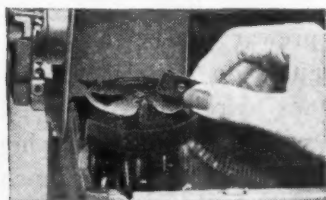
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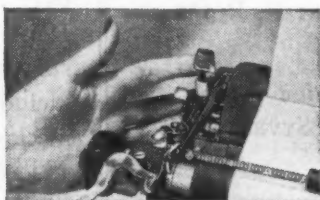
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The BUSINESS EDUCATION WORLD

VOL. XXIX No. 7

Editor and Publisher

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Editorial Associates

RUTH I. ANDERSON

MILTON BRIGGS

CLAUDIA GARVEY

ROBERT L. HITCH

MARGARET F. ROWE

Production Editor

EILEEN SYVERTSEN



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Distributive Education Boom

Trends in Business Education—VI

WHEN any field of study attracts over a quarter million students and has an enrollment increase of 714 per cent in a war-interrupted ten-year period, we can hardly describe the phenomenal growth as a "trend." It is a band wagon, a boom, an avalanche.

The field of distributive education is all those things. Snapping back from the retardation suffered during the war, distributive education is enjoying a resurgence of the growing pace that had marked its previous progress. The 1947 enrollment increase in federally aided classes alone was over 60,000; 1948 saw an increase of over 57,000; and it is likely that 1949 will see the prewar peak surpassed. These figures do not include the thousands enrolled in classes conducted without federal aid in high schools and colleges. The total figure would be much higher.

Most office-education and general-business teachers think of distributive education in terms of the relatively small number of students in the co-operative classes of their own schools; but those students represent much less than 10 per cent of the enrollment of federally aided D.E. classes.¹ In vastly greater numbers do adults flock to part-time and evening extension courses conducted for workers who are promotion-minded, for store executives, for job instructors, for the hundreds of thousands who have found that retailing is not just ribbon selling in the local 5 & 10 but is a career-packed field of opportunity.

The continued growth of D.E. identifies the field not just as a popular one but as an effective one that has merited the attention and support of business people—employers and employees alike. To date the initiative has rested with these business people and with a handful of business educators working with them; but more and more school boards are being

How Federally Aided
D.E. Has Grown

1938	36,008
1939	88,429
1940	129,433
1941	156,615
1942	215,049
1943	297,534
1944	181,509
1945	152,781
1946	174,672
1947	235,141
1948	292,905

¹ This aspect of the program, however, is growing faster than any other. In 1948, the number of students enrolled in the co-operative program was 24,056, a 46.5 per cent gain over the 16,421 of 1947.



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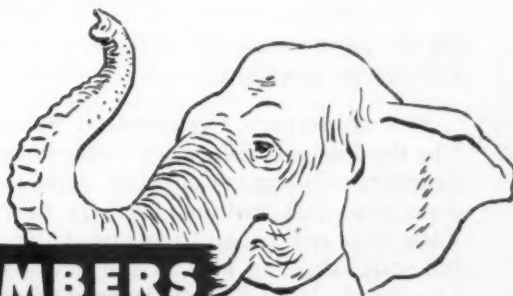
SUREST

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CALCULATORS

pressed to provide instruction and facilities for the adult aspects of the program.

One of these days, and it will be soon, school administrators will be calling together the business-education staff and asking, "Why do our citizens have to wait until they graduate from our high school before they can take these fine vocational courses in retailing?" Business teachers with an eye to the future will investigate this growing field and be ready to get on the band wagon. Or, better, they will start the band wagon rolling in their own communities.

Professional Report

GREGG UNCOVERS ITS NEW MANUAL

At a conference sponsored on February 5 by the Business Education Department of Teachers College, Columbia University, more than 500 business teachers of New York City and vicinity applauded the first full-scale, close-up look at the new *Gregg Shorthand Manual* and learned directly from the authors the nature and reasons for changes in the System.

As explained by authors Louis A. Leslie and Charles E. Zoubek, the new Gregg Shorthand simplification has two outstanding characteristics: It simplifies the theory itself by reducing the learning burden by 50 per cent, and it simplifies the teaching presentation by covering the theory much more rapidly via minutely planned lessons.

THEORY CHANGES:

The new edition is the seventh. The first *Gregg Shorthand Manual* was published by John Robert Gregg in Liverpool, England, in 1888. Subsequent editions appeared in 1893, 1898, 1902, 1916, and 1929. All but the last of these tended to reduce the length of outlines by the introduction of stroke-saving shortcuts—brief forms, abbreviations, arbitrary symbols, and other devices that, in addition to the basic alphabet, had to be memorized by the learner. The 1916 edition, as Gregg Vice-President Robert E. Slaughter explained at the Teachers College conference, reached a peak of learning diffi-

culty: it imposed the heaviest of all memory burdens on learners.

The 1929 Anniversary Edition, the *Manual* currently used in 20,897 schools in America, was the first edition to turn in the direction of simplification. Many memorized shortcuts were eliminated, in compliance with the need for a text better suited to the high school learner of that day.

The new 1949 Simplified Edition is a further refinement in reducing the memory burden of the learners. The authors have eliminated 66 of the special word-beginnings and word-endings; the reversing principle for *r*; 5 of the 7 rules for omitting *r*; over 300 abbreviations; 26 fundamental theory rules; the exceptions to rules; over half the special and brief forms; and other memorizations, so that the mental burden of learning Gregg Shorthand is reduced by more than 50 per cent.

"This simplification," said Louis A. Leslie at the Teachers College conference, "is designed to help the student who is training to be a business stenographer and who therefore does not need to memorize the shortcuts useful only to the high-speed reporter."

He pointed out that many students find it harder to remember the shortcuts than to write words in full; accordingly, the practice of writing nearly all words in full is one of the main types of simplification in the revision. Because the student writes phonetically the outline for whole words, the confusion about nearly alike outlines is eliminated both in writing and in reading. Result: much easier writing and much more accurate transcription.

PRESENTATION CHANGES:

Heretofore, the *Gregg Manual* has al-



Hamden L. Forkner



Robert E. Slaughter

ways been an illustrated book of theory rules; but the Simplified Edition texts are completely lesson-planned for teaching ease and learning efficiency.

Mr. Slaughter announced that four books are due for April distribution: two alternative first-semester texts, a second-semester text, and a new dictionary.

The two first-term books are *Gregg Shorthand Manual Simplified*, the text for use in the regular "rules," or "inductive-deductive," approach (it will be known colloquially as the new "basic Manual"); and *Gregg Shorthand Manual Simplified, Functional Method* ("functional Manual"), a parallel text for use by those who prefer the functional-method approach. One uses either book, not both. Both are planned for 70 lessons of 40 to 50 minutes. Both cover the theory rules in a little over half the lessons, thus permitting the early introduction of complete theory-review and speed-building dictation.

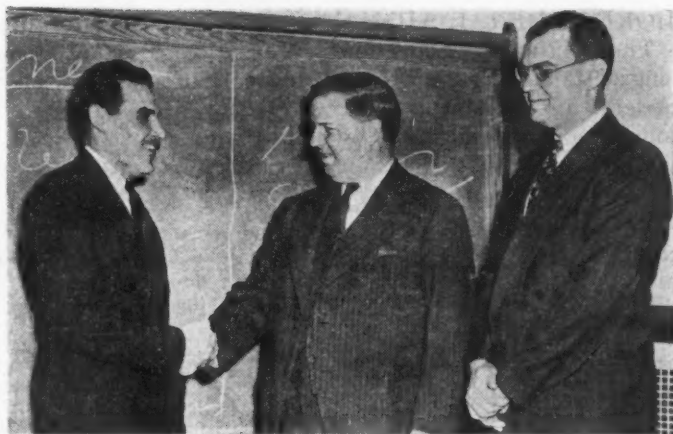
The second-term book, *Gregg Dictation Simplified*, is for use of both functional-method and basic-method students. The text is lesson-planned for 80 periods of 40 to 50 minutes each. It consists of automatically recurring drills and reviews correlated through 516 dictation letters.

The new dictionary features more than 28,000 words for which the Simplified Edition outlines are shown.

Unique teaching aids described at the conference by Madeline S. Strony, Gregg Educational Services Director, include: (1) introduction first of characters any student can write readily—the comma *s*, the *f*, and the *v* ("oversized commas"), and the *a* ("just a cipher"); (2) provision of pretranscription pointers beside shorthand plates; (3) parallel paragraph numbers in the two *Manuals*; (4) an articulated program of penmanship drills running through the entire series of texts; and other aids.

SIDELIGHTS OF THE CONFERENCE:

By Dr. Hamden L. Forkner, head of the



Edward E. Booher, executive vice-president of the Gregg Publishing Company, congratulates Louis A. Leslie and Charles E. Zoubek after their presentation of the new Gregg Shorthand Manual before an enthusiastic audience at Teachers College, Columbia University. The all-day program included a 175 wam demonstration by Mr. Zoubek, a presentation of new theory changes by Mr. Leslie, and a presentation of new teaching procedures by Mrs. Madeline S. Strony, Gregg Educational Director.

sponsoring Business Education Department at Teachers College, in opening the program: "We at Columbia like to feel that we are on the growing fringe of educational thought and practice." (The conference was the opening class session in a T. C. methods course conducted by the conference chairman, Dr. John L. Rowe.)

A caution by Mr. Zoubek: "I would be very cautious about encouraging our present students to adopt any of the changes we have described. I believe it would be best to preserve the new program for new students."

A comment by Mr. Slaughter: "The new Gregg Shorthand Simplified program replaces the Standard Course revision we had previously announced. Both revisions are substantially identical in so far as they concern changes in Gregg theory; but the lesson-planned program of Mr. Leslie and Mr. Zoubek has so many unique and valuable teaching aids that we are publishing their Simplified program instead of the Standard Course program.

Neatly summarizing headline in the *New York World-Telegram's* front-page story: "Gregg Irons Out Stenog New Look."

(Professional news continued on next page)

MORE FEDERAL AID?

The National Education Association, long a staunch and aggressive advocate of Federal aid to education, recently defined some of our crucial needs by calling attention to facts collected by the Association's Research Division:

- There are 97,935 teachers with emergency certificates this year.
- At least 1,500,000 children are being deprived their proper schooling because of the teacher shortage.
- The public-school enrollment this year is 24,653,383, a gain of 552,083 over the enrollment of a year ago.

If President Truman's recommendations are acted upon, there will be some alleviation of these needs. Said the President in his State-of-the-Union message:

It is . . . shocking that millions of our children are not receiving a good education. Millions of them are in overcrowded, obsolete buildings. We are short of teachers, because teachers' salaries are too low to attract new teachers, or to hold the ones we have. All these school problems will become much more acute as a result of the tremendous increase in the enrollment in our elementary schools in the next few years. I cannot repeat too strongly my desire for prompt Federal financial aid to the states to help them operate and maintain their school systems.

MICHIGAN WILL OFFER JOB-EXPERIENCE COURSE

Want to get work experience, graduate credit, and a salary this summer? If you do, write at once (or in time to register before May 31) to DR. IRENE PLACE, University of Michigan, Ann Arbor, for complete details about—

COURSE E107ab. Workshop in Securing and Using Vocational Information. Four credits. Course designed to provide field experience and correlated instruction in office training. Those who wish to take part in this supervised work-experience program must plan to live in the Detroit metropolitan area for the six weeks of June 7 to August 5. The first meeting of the group will be in the Rackham Building, Detroit, at 8:00 a.m., June 7.

Enrollees in the course will work at stenographic or clerical jobs in Detroit offices for 40 hours a week, being paid the regular salaries for the duties involved. Seminar meetings will be held two evenings a week to co-ordinate the experience; to supply background information; and to hear Detroit businessmen discuss their standards, testing programs, and personnel policies. Those enrollees who wish special training on business machines will be able to get

that training in other evening classes.

But, Doctor Place cautions, enrollment is limited, and "first come, first served."

[Note: If other universities and colleges planning to offer similar programs on the graduate-credit level will let us know, we will be glad to publish their announcements also.—Editor]

People

DOCTORATE

VANCE T. LITTLEJOHN, head of the Department of Business Education at Woman's College, University of North Carolina, Greensboro, Doctor of Philosophy, from the University of Pittsburgh. Dissertation: "Relationship Between Selected Degree of Angle of Elevation of Type-writing Copy and Ocular Fatigue in Type-writing."

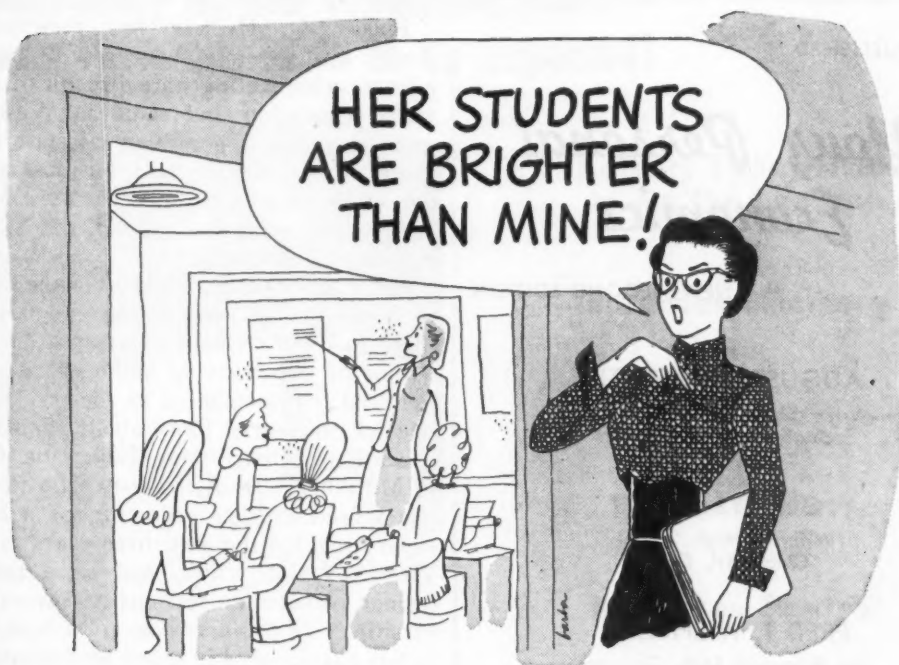
GREGG APPOINTMENTS



CLIFFORD H. GORMAN (left) and KENNETH E. HOPPENS (right), former representatives of the Technical and Business Books Department of McGraw-Hill, have been transferred to the Gregg field staff.

Mr. Gorman, now one of Gregg's West Coast representatives, is a former dean of the Bryant & Stratton Business Institute in Buffalo. Mr. Gorman has had both teaching and administrative experience and is a specialist in secretarial experience and business administration, and accounting.

Mr. Hoppens, with degrees from Creighton University and Columbia University, has been a newspaper and radio editor and a teacher. He now represents Gregg in Iowa, Nebraska, and the Dakotas, succeeding JOHN LANGSTON, whose territory is now in Louisiana and southern Texas.



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You, too, can speed up your class' progress by supplying them with MultiKopy Micrometric Carbon Paper. With Webster's exclusive numbered scale, your students can space their work properly on a page. At a glance,

they know at all times how many lines remain to be typed.

MultiKopy Micrometric is now used in business offices from coast to coast. Your students should know how to use it before they are graduated.

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Business Education
Division

PACKER TO DELAWARE

HARRY Q. PACKER has resigned his double post as state supervisor of business education and acting state director of audio-visual education and radio in West Virginia to accept appointment as state supervisor of distributive and business education in Delaware. He succeeds DR. CARROLL A. NOLAN, who has joined the staff of Syracuse University.

Mr. Packer (B.S., Ed.M., Temple) brings to Delaware his outstanding experience in three fields: *In visual education*, he is co-author of two texts on audio-visual education and is remembered as the producer of one of the early films about distributive education, "Distributive Education Comes to Millville." *In distributive education*, he has served as a co-ordinator, as a county supervisor, for the past three years as West Virginia's state chief, and as a teacher-trainer in summer sessions at several universities. *In business education leadership*, he has participated in many professional organizations, has written broadly, and is currently editor of the Modern Teaching Aids section of the UBEA *Forum*. He started his professional career as an instructor in Philadelphia Public Schools.

TANGORA LEAVES ROYAL

ALBERT TANGORA, internationally known artist of the typewriter keyboard, has left the demonstration staff of the Royal Typewriting Company to open his own typewriter agency: The Albert Tangora Typewriter Shop (520 Davis Street, Evanston, Illinois). He will serve Evanston as an official Royal Typewriter dealer.

Mr. Tangora is famous for his skill in typewriting. He was World's Champion for a number of years and has long been a school and convention high-speed demonstrator. His best record: 142 net words a minute for one hour (official 1941 professional International Contest in Chicago).

NEW EDITOR FOR AMA

The American Management Association has appointed M. J. DOOHER as editor of the Association. He succeeds JAMES O. RICE, recently elected secretary of the national management group. Mr. Dooher joined the AMA in 1937 as assistant editor. Since then he has been associate editor and then managing editor of the organization's publications.

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BEW
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to Fit the Learner**

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Adjusts Instantly

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**Makes Classroom Look
Like an Office**

★
**Should Be in
Your Classroom**

THREE RESEARCHERS HONORED

The scene was at the annual Delta Pi Epsilon dinner, just after the stirring address of Dr. HAMDEN L. FORKNER, guest speaker at the dinner. The moment came for announcing the winner of the fraternity's award for the best research project in business education for 1947, and Dr. J MARSHALL HANNA, chairman of the Research Committee, arose.

"I always thought," he said, "that the chairmen who have made this announcement in previous years were merely being academically polite when they said that the judges had a difficult time in selecting the best study out of the many submitted. I find that they grossly understated the problem: we had so much difficulty in selecting the best research study in 1947 that we even had to call on other professional leaders to help us make the selection."

Result: the judges—DR. ANDREW HOLLEY, of Oklahoma A. & M.; DR. PAUL SALS-GIVER, of Simmons College; and DR. MARION LAMB, of the University of Houston—not only selected a first-place winner but rushed to add the names of two others who



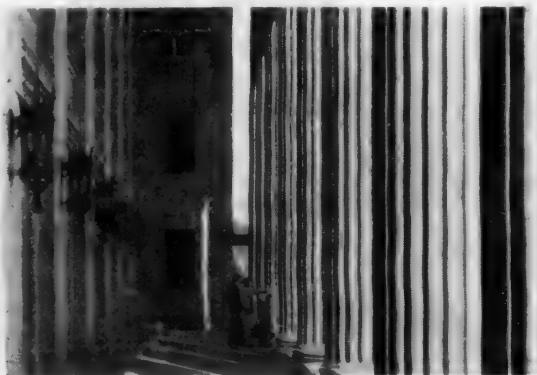
A. PARKER LILES



INEZ RAY WELLS

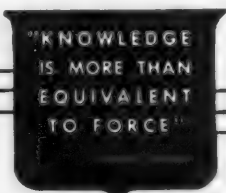
had completed studies "of exceptional merit."

Winner of the top award was Dr. ALTON B. PARKER LILES, supervisor of business education in the Atlanta Public Schools. His Ph.D. study, completed at the University of Kentucky under the direction of Dr. RUTH THOMAS, is entitled "Some Factors in the Training of Clerical Workers—A Study to Determine the Duties of Clerical Workers, the Elements of Success in Clerical Work, and the Validity of Selected Guidance Techniques for Determining Clerical Aptitude."



Courses leading to graduate and undergraduate degrees with majors in business and distributive education. Preparation for certification under the federal vocational acts.

BUSINESS EDUCATION. Special emphasis given to preparation for teaching of consumer and basic business education. Also offerings in curriculum construction, the teaching of shorthand, typewriter, and bookkeeping, and in such subject matter fields as typewriting, shorthand, accounting, money and banking, economics, labor problems, office management.



MINNESOTA SUMMER SESSION

Business and Distributive Education

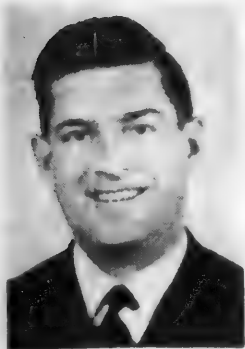
DISTRIBUTIVE EDUCATION. Major attention given to preparation of coordinators in distributive education through such courses as coordination techniques, materials and methods, organization and supervision, conference leading, and evening school programs. Additional offerings will be available in such content courses as market research, sales management, economics of marketing.

First term registration, Monday and Tuesday, June 13 and 14. Second term registration, Monday, July 25.

Write now for complete bulletin. Dean of Summer Session, 922 Administration Building.

UNIVERSITY OF MINNESOTA

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V. A. Musselman

Honored for "exceptional merit" were DR. INEZ RAY WELLS, of Ohio State University, for her Ph.D. study, "A Survey of Basic Business Education in Ohio," completed under the direction of DOCTOR HANNA, at Ohio State; and DR. VERNON A. MUSSELMAN, director of business edu-

cation at the University of Kentucky, whose Ed.D. study, "Business Education in the Large High Schools of Oklahoma," was completed under the advisorship of DR. S. E. T. LUND at the University of Oklahoma.

Letters

DEAR BEW: I read with great interest your Join the Jury on "Teacher Demonstration in Advanced Typing" last month (page 350) and thought my fellow readers might be interested in a device we have found extremely helpful in our typing classes.

A teacher's demonstration is not successful, of course, unless the students can see it clearly—and "see it clearly" means *both hands*. To assure that students can see both hands of the demonstrator, we have mounted a large mirror on the wall behind the demonstration machine, as the accompanying photograph shows.

Use of the mirror does more than show the use of the left hand, of course; it clarifies the carriage return and gives an "above" picture of both hands in motion when the teacher types. It certainly has contributed much, both in interest and in effectiveness, to typing demonstration in our school.—A. Sidney Galper, Head, Commercial Department, Salem Vocational High School, Salem, Massachusetts.

[Comment: Moreover, the use of the mirror spotlights the demonstration—literally "frames" the demonstration. Mr. Galper is well known for his ingenious teaching aids, one of which is a lightweight frame a bookkeeping teacher can place against a blackboard and use as a chalk guide for



The Gregg Writer

is now awarding certificates of teaching accomplishment to outstanding teachers. Write for full information to:

The Gregg Writer, 270 Madison Ave., New York 16



Mr. Galper shows both hands—with a mirror.

ruling any bookkeeping form in the space of a few seconds. We understand blue prints can be obtained by writing Mr. Galper.—Editor.]

A BOOK THAT
SAVES TIME—

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by Freeman, Goodfellow, and Hanna

FOR A ONE-YEAR
VOCATIONAL COURSE

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■ **CONTEST WINNER:** GEORGIA THOM, of St. Joseph's High School in Ashton, Iowa, winner of the tenth annual National Artistic Typing Contest sponsored by Artypist JULIUS NELSON, shows her winning entry to her teacher, SISTER MARY ANNICE, O.S.F. Miss Thom's picture of a ship under full sail won for her the first prize: an Underwood Champion Portable Typewriter.

DEAR BEW: The Georgia Business Education Association is making a study to determine under what circumstances the course in typewriting is given a full Carnegie credit instead of a half-credit. A research committee has been appointed, to summarize findings about current practices, so that a recommendation for full accreditation can be made to our State Department of Education. Can you inform us about such practices? Do you know of any research studies on this problem?—Lucy Robinson, Chairman, Research Committee.

[*Note to Readers:* If your school gives full credit to typewriting or if you know of studies in or articles about this problem, please drop a note to Miss Robinson. She is a business teacher at the High School in Marietta, Georgia—Editor.]

TRANSCRIPTION PROJECTS

Dear BEW: A bouquet! The new TP tests are the best device I have seen for training in realistic dictation. They should give the student confidence and adaptability. —*Evelyn Messinger, Senior High School, Passaic, New Jersey.*

.....

Groups

NEW PI OMEGA PI OFFICERS

Pi Omega Pi, national fraternity for business-teacher trainees, held its biennial convention in Detroit at the time of the NBTA convention. In addition to sharing some of the NBTA attractions, to enjoying a trip through the Ford assembly plant, and to holding a banquet, the fraternity delegates held several formal business meetings in which fraternity activities were reviewed, plans for expanding the publication program were approved, and some changes in the organization's Constitution were authorized.

New officers for the next two years are GEORGE A. WAGONER (University of Tennessee), president; DR. INEZ RAY WELLS (Ohio State University), vice-president; MARGARET BUCHANAN (Mississippi State College for Women), secretary-historian; MINA JOHNSON (Ball State Teachers College), editor; and DR. PAUL MUSE (Indiana State Teachers College), national sponsor.

NEW COLLEGIATE GROUP

The formation of an association of American schools and colleges of retailing, to be known as the "American Collegiate Retailing Association," was announced in January by DR. CHARLES M. EDWARDS, dean of the N.Y.U. School of Retailing and first president of the new Association.

Through demonstrations and public relations efforts, according to Dean Edwards, the organization plans to maintain and elevate standards of instruction and to broaden the curriculum in the collegiate retail-training field.

Other officers: DR. WENZIL K. DOLVA (Washington University), vice-president; JENNIE S. GRAHAM (University of Buffalo), secretary; and BEHRENS H. ULRICH (Drexel Institute), treasurer.

Other charter members include: DR.

DONALD K. BECKLEY (Prince School of Retailing), DR. JOHN W. WINGATE (College of the City of New York), BISHOP BROWN (Research Bureau of Retail Training, University of Pittsburgh), and ROSEMARY McMILLAN (William and Mary College).

MID-WESTERN BUSINESS SCHOOLS

The next convention of the Mid-Western Business Schools Association will be held on April 14, 15, and 16 at the Fontenelle Hotel, in Omaha. If the program lives up to the promises that Publicity Chairman E. O. (Chief Pukhow) FENTON is issuing, it should be a good one. Says Mr. Fenton:

Chief Shunatona of the Otoes of Oklahoma, will be present to induct another paleface [last year the "paleface" was Mr. Fenton; hence "Chief Pukhow"—Editor] into the tribe, and when they give the country back to the Indians, the business schools will be running it. . . . You can have the time of your life in Omaha!

For full details of the convention, write to any of the Association's officers: H. EVERETT POPE, Tulsa; BRUCE GATES, Waterloo, Iowa; E. O. FENTON, Des Moines; ADELA HALE, Hutchinson, Kansas; or HUGH BARNES, Denver.

AACC OFFICERS

The American Association of Commercial Colleges elected these new officers for the coming year:

CHARLES D. CUMMINGS (McIntosh Business College, Dover, New Hampshire), president; J. E. PLATT (Platt School of Commerce, St. Joseph, Missouri), first vice-president; MRS. ANNA S. BRAMWELL (Mrs. Bramwell's School of Business, Evansville, Indiana), second vice-president; and J. I. KINMAN (Santa Barbara, California), governor general, Pi Rho Zeta International. C. W. WOODWARD (Burlington, Iowa), was re-elected executive secretary.

A PRIVATE-SCHOOLS LEAGUE

For many years there have been numerous associations of private-school owners, not only of private *business* schools but of all types of privately owned technical schools. Now a federation of twenty-four such associations has been formed: the National Federation of Private School Associations. Of the four officers of the Federation, two are well-known business school men: HIRAM N. RASELY (Burdett School), who is president of the Federation, and

Program

The Fifty-Second Convention of the Eastern Business Teachers Association will be held at the Hotel New Yorker in New York City on April 13, 14, 15, and 16.

Wednesday, April 13

- ☐ Preparation of exhibits, 2:00-4:00
- ☐ Meeting, committee chairmen, 4:00
- ☐ Meeting, Executive Board, 4:00

Thursday, April 14

Morning

- ☐ Registration; visits to exhibits
- ☐ 10:00. "Current Problems of Private Business School Administrators"

Noon

- ☐ Private Schools Fellowship Luncheon

Afternoon, 3:00

- ☐ College and University Personnel
- ☐ Demonstrations of "How to Teach Effectively by Using Visual Aids" in basic business, bookkeeping, distributive education, secretarial and clerical training
- ☐ Panel on co-operative work experience programs

Evening

- ☐ Annual banquet, 6:30
- ☐ Annual ball, 10:00

Friday, April 15

Breakfast, 8:15

- ☐ Teachers Col., Columbia U., group

Morning, 10:00

- ☐ Distributive-education discussion
- ☐ Office-practice discussion
- ☐ Private-school discussion
- ☐ Shorthand discussion

Noon: Good Friday recess, 12:00-3:00

Afternoon, 3:15

- ☐ Basic-Business discussion
- ☐ Bookkeeping discussion
- ☐ Private-school administration
- ☐ Typewriting demonstration

Evening

- ☐ Delta Pi Epsilon dinner, 6:30
- ☐ Motion pictures, 7:30-9:00

Saturday, April 16

Morning, 10:00, Business Meeting

- ☐ Report of the New Jersey Business Education Survey
- ☐ Resolutions, "Basic Principles in Business Education"
- ☐ Elections and reports

Dr. J. S. NOFFSINGER (executive secretary of the National Council of Business Schools), who serves as executive secretary of the Federation also.

On March 18 and 19, the new Federation will hold its first "Congress of Private Schools" in Washington, D. C., "to tell the public, the Congress, the Veteran's Administration, the U. S. Office of Education, the Civil Service Commission, and everyone of influence, of the real value and function of the private school . . ."

EBTA AT EASTER

For the past fifty-one years, eastern business educators have been making an annual pilgrimage at Easter time to the convention of the Eastern Business Teachers Association. Last year the trek was to Philadelphia; this year, to New York City.

Thousands are expected to meet at the Hotel New Yorker during the Easter recess, April 14, 15, and 16. The central theme is to be "Business Education's Place in American Education," and PRESIDENT JAMES MEEHAN, his Program Director LLOYD H. JACOBS, and their numerous aides will be presenting a schedule of activities that touch every social, academic, and subject interest.

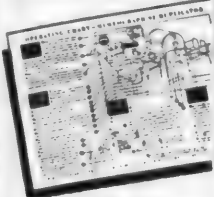
Two new departures merit special mentioning: (1) opening of the convention by a series of sectional meetings instead of the usual general assembly; and (2) the presentation at the business meeting of a series of resolutions that are expected to be a formal statement of the Association's avowed "Principles of Business Education."

Financial footnotes: (1) There is no registration fee for the convention; the membership card admits EBTA members to all meetings. Membership costs just \$2, and entitles one to the convention, the \$3.50 joint yearbook of the NBTA and EBTA, and the quarterly journal, *American Business Education*. The \$2 should be sent to RUFUS STICKNEY, EBTA treasurer, Boston Clerical School, Boston 19. (2) Banquet tickets cost \$6.50. Each year, this banquet is a sell-out; so, reservations should be early. Checks go to Treasurer Stickney. (3) New York hotels are always crowded at Easter; so, reservations at the New Yorker, 34th Street at Eighth Avenue, New York City, should be made soon. Rates: single rooms, \$4.40 up; double, \$7.70 up.

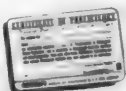
5 NEW SCHOOL SERVICES!



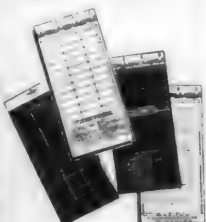
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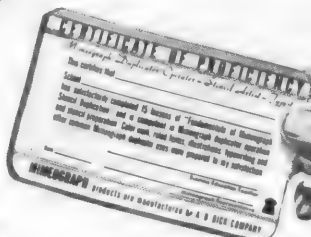
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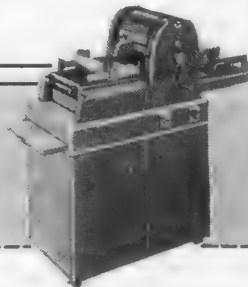
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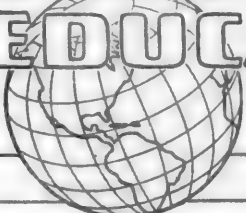


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The BUSINESS EDUCATION World



Vol. XXIX No. 7

March 1949

Educate Your Administrator

■ R. L. THISTLETHWAITE
Superintendent of Schools
Hartwick, Iowa

ADMINISTRATORS need to be educated!"

That's what the writer said,¹ even to the exclamation point, as she berated administrators for short-sighted policies in teacher public relations, teacher loads, extra-curricular activities, and a general lack of appreciation of the teacher point of view.

Our Common Pattern

And every word she wrote is true. I know. I was a "full-time" (sometimes I thought "overtime") classroom commercial teacher for a decade before I became an administrator. During my sojourn in the "noble profession" of teaching it fell to my lot to sponsor the school paper, write copy for the local newspaper, sponsor the yearbook, coach plays, judge debates, show the English Department discrepancies between what it professed to do and what it actually was doing (all by careful research including standard deviations, of course), sell tickets, make speeches to ladies' auxiliaries and to numerous other organizations—the list could grow and grow and grow. Just review your own background—oh, yes, we had commercial contests, too, just to prove that a state contest could be won in something besides music or basket-

ball—we need a well-rounded "program," you know.

As an "excuse" for doing these sundry chores, I was teaching twenty-five to thirty-five classes each week and had a three-month vacation each year without pay.

Of course I *thought* (or was it a delusion) during that decade that I was employed to *teach*. Fortunately, with skill subjects primarily and a predominantly vocational objective, commercial teachers can emerge with a reasonably marketable product despite the distractions imposed by extra-curricular interferences and other diversions. But, as Miss Watkins pointed out in "Protest: Let Us Teach,"² the cost is frightful in teaching efficiency and oftentimes in personnel.

Some Helpful Hints

How can we, as teachers, help educate the administrator?

1. We need first to educate ourselves a little more by understanding and appreciating the multitudinous tasks of the administrator. (No sympathy, please: he is an administrator by choice.) But you would be amazed to find out to what extent he is enmeshed in office detail, political intrigue, and petty squabbles.

2. Invite him to your classes even if you are sure he cannot come. Have some special reason for inviting him; and, if possible, make it typical of one of your daily duties.

3. Show him some of the work your

¹ Grace V. Watkins, "Protest: Let Us Teach," December, 1948, *Business Education World*, page 215.

² *Ibid.*

best pupils are doing, as an indication of what you are trying to get across in *his* school.

4. Mark pertinent articles in your professional magazine that you think may interest him and that undoubtedly have escaped his attention.

5. Show special interest in some phase of administration related to your work. Maybe some routine, monotonous task of his would be an excellent bit of training for some of your students.

6. Make suggestions that will improve your department; include some that do not cost money. He thinks of the budget from necessity. But the fact that there is a budget proves that money is collected to be spent.

7. Ask whether he has suggestions for the improvement of your work—you may be pleasantly surprised.

8. Usually he is quite busy; whenever possible reduce your suggestions, plans, requests and observations to writing. You can leave these memos with him after an interview that may be too short to suit you. These notes give you an excuse to inquire later what he thought of your ideas.

9. Settle as many problems of a personnel nature as you can, especially those dealing with student discipline. This is a mark of strength on your part. However, he usually wants to help solve problems that appear too much for you to handle; but show him that you are usually self-reliant.

10. Make requests occasionally—not too frequently—to attend local, state, or national business teachers' meetings, especially if you have a part on the program. Most schools have a policy that provides for this type of absence.

11. Before you accept a position, learn something about the administrator and your extra-curricular duties to see whether you are likely to be happy in your new position. This is the "ounce of prevention." Your inquiries will warrant his respect.

12. Bring him ideas you have worked out for propagandizing your *work*. He

likes favorable publicity. Play up the achievements of the school—not your own personality—in such advertising.

13. If your load is too heavy, get a hearing. A list of your activities to show him the magnitude of your work will be helpful. Ask his advice on some of the things to eliminate. Usually he will be pleased because you came to him for assistance. Every administrator, believe it or not, wants a happy staff.

14. When your ideas do not meet with immediate acceptance, *try* to refrain from the popular griping session with other teachers (he will hear of it, no doubt); but try related ideas another day. The first "no" may be temporary because of a lack of information or because of a misunderstanding.

15. Show evidence of your own businesslike ability by promptness in getting in reports, lesson plans, and other matters in which neat, accurate, well-arranged work has an opportunity to reflect the nature of the business teacher's training.

16. Scrutinize your own classroom teachers' organizations. What are they doing to help interpret to the administrator the needs of the teacher? How active are you in such organizations? Is your organization *militantly* representing you or is it suffering from the usual serious type of anemia because of its lethargic members? Did you attend the last business meeting? When properly used, a good, active teachers' organization can do much in co-operating with and informing the administrator to the mutual benefit of both parties. Sitting back with fear and trembling may engender pity on the part of those in authority, but it will never command nor deserve respect.

17. Keep in mind that the chances are that your administrator, on occasion, will not agree with your point of view for sound, practical, and professional reasons. We must admit that he is in a position to see the *whole* educational picture better than most classroom teachers. Take your rebuffs in good grace; such an attitude will add to your professional sta-

ture and tend to insure the success of subsequent interviews.

One Moment Please!

Don't expect to enter the state of millennial ecstasy in teaching immediately after trying out some of these suggestions. Practicing them will bring some degree of success; however, experience has proved that, while teaching at best is enjoyable, it always will remain hard work. Progress in the profession of teaching has been made; but, if it is to gain the momentum we hope for, we must analyze our approaches to our problems (admitting the administrator is necessarily one of them) and in many cases "lift ourselves by our own bootstraps."

Want Some Examples?

1941: Regular salary increases in this community were \$45 annually. The teachers selected a committee to present their plight intelligently to the administration before new contracts were to be discussed. Their presentation was well or-

ganized and was approved, the teachers' salaries increased by \$300.

1947: During a griping session the new administrator learned from an "old" teacher that salary deductions were made for absence due to illness. A suggestion to the Board of Education by the administrator established a cumulative sick-leave policy and restored three days' pay to the teacher who believed "it couldn't be done."

1942: A \$50 penalty clause was in the teachers' contracts in this community. A group of teachers pointed out that this practice was dangerous to teacher morale and injurious to the school system. The administrator dropped the clause from the next contracts.

1940: The principal of the high school was searching, somewhat in vain, for a well-qualified commercial teacher who could handle advanced secretarial work and be placement officer. One of his own teachers in a related field learned of this, prepared his "sales talk" in written form, and got the job he wanted.

1946: Living costs had far outrun teacher-salary increases. Teachers in this particular area chose their most highly regarded professional teachers who were adept at oral interpretation to present their problem to the administration. Despite the fact that budgets had been set for five months, salaries were raised and teachers were commended for their methods in presenting their problem.

1942: Thirteen hundred enrollment cards needed to be classified and alphabetized—a distasteful task for rushed office help and the principal certainly appreciated being "rescued" by one teacher's secretarial class. A good project (double class period) for them, too.

1943: The commercial teacher was to be out of town during the summer months. To aid the administrator in placing recent graduates, carefully prepared data sheets about each pupil (including photograph) were left with the administrator. An excellent example of showing the effectiveness of the teacher's planning.

Worth His Weight



This cartoon reproduced by permission of the Commercial-Appeal, Memphis, Tennessee

Provide your administrator with material that can win public interest and support.

Retail Training by Store Personnel

■ WILLIAM B. LOGAN
Ohio State University
Columbus, Ohio

TRAINING in the retail field is now being recognized by management as an *important function in store operation*. Management recognizes that, unless it molds the organization into a more productive and smoother-functioning unit, it will be unable to continue in business. The job of handling a major human-relations situation confronts store management over the entire nation.

What the salesperson *says* and *does* is the life of a business. Yet this person is far removed from management, whose policies must be interpreted and put into effect. In many instances these policies must be transmitted through several people. There is opportunity for misinterpretation. If the salesperson does not perform correctly, management must take the blame in the end.

The handling of the human-relations problem is not new, but present conditions have placed a new light on the situation. Three reasons are cited here for the serious attention being given to education and training in the field of retailing.

1. *The Need for a Comprehensive Retail-Training Program*

First, the profit margin in retail-store operation is being subjected to a two-way squeeze. Salaries are up, and there is evidence that management and the public want to maintain these salary levels. On the other hand, prices are under attack. Management recognizes the need for re-establishing sound operating ratios. Efficient use of the human element is the best solution.

Second, the atmosphere of employment conditions is one of uncertainty and unrest. Domestic affairs and world conditions are unsettled and disturbing. They are reflected in attitudes and feelings of retail workers. You will agree that it is not surprising that the morale of store

personnel is very low. Men are seeking positions of higher grade in which "title" and "position" are of paramount importance. Management realizes that the solution to these problems lies in the mind and heart of the employee. The employee must be made to see, for example, that through his efforts in increasing production he can reduce prices, increase his earnings, gain security in his job, and generally lend improvement to the conditions that disturb him.

Third, store personnel and store organizations are now in the process of major readjustment. During the war years, store occupations were considered as non-essential; therefore, many organizations were cut to the bone insofar as top personnel was concerned. In the war emergency, many persons were promoted from the ranks to positions that they could not otherwise have expected to attain. Now management is doing a house-cleaning job by employing top-ranking executives, to restore a functional and functioning organization. There is need for much training in this situation. Moreover, the human problems involved in this readjustment period require wise and tactful handling lest lowered morale tend to tear down the organization.

A brief review of these problems points up the major need as that of *modifying attitudes*—now the responsibility of the trainer, for management has indicated its position and has given the green light on training.

Progress and Direction

The progress made and the direction that has been taken in training should be noted. We find trainers attacking not only the problems facing management but also the conditions affecting those problems. In this way the scope of educational programs is increasing. It has surpassed training in manipulative skills and has reached the stage of working out employer-employee relations. Train-

ing objectives are broader; long-range, comprehensive programs are gaining favor; the "pep talk" variety is decreasing; and employees are being encouraged to take advantage of educational opportunities wherever they present themselves.

Many groups and organizations are active in educational planning and promotion. Among these are trade associations in the retail, wholesale, and service trades; state and local merchant groups; and services of Federal and state governments. The National Retail Dry Goods Association has led the way in the retail field, together with the National Retail Grocery Association, the National Restaurant Association, and many other influential trade groups. The NRDGA supported the American Vocational Association in securing legislative measures that have increased the Federal funds authorized for vocational education. The distributive-education program is a part of vocational education and serves the field of distribution. Many state legislatures have increased appropriations for vocational education because of encouragement from state and local trade associations.

Some retail and service associations are operating their own training departments. Among these are the National Retail Lumber Dealers Association, the Southern Furniture Dealers Association, the National Restaurant Association, and the American Hotel Association. These groups have attacked the problem in varying ways. All, however, are aiming at upgrading the content, instructional

material, and type of instruction given in courses for various levels of employment.

New Horizons

The objectives of training programs in the field of distribution are broader than at any time in the past. The objectives of one industry, as stated by Professor Charles A. Rovetta, director of the Restaurant Administration Program at the University of Chicago, are typical of the increasing breadth and comprehensive nature of objectives now manifest in the distributive-training program. Professor Rovetta, discussing restaurant education and training before a national convention of the industry, said:

The purpose of education is to provide the means by which people may live an abundant and productive life. Education is therefore essential, not only if one is to create more but also if one is to improve that which is created. Enjoyment, like production, must be augmented through education. It is a result of understanding, value, and appreciation of beauty.

According to Professor Rovetta:

A well-established program of education for the industry must operate to fulfill the following objectives:

1. It should attract a better, more efficient, more emotionally stable worker to all levels of the industry.
2. It must give individuals such training as will create appreciation, confidence, and pride in the kind of work they are doing, regardless of its nature.
3. It should provide, through a system of in-service training, the opportunity for all persons in the industry to continue their development.

To attain similar objectives in the retail industry, retailers are moving toward the development of comprehensive training programs.

WILLIAM B. LOGAN

Mr. Logan is in charge of the teacher-training program in distributive education at Ohio State University and is Teacher Trainer for the state. Until this past year he was associated with the North Carolina Department of Public Instruction as Teacher Trainer. His contribution here tells why retail management is taking renewed interest in retail training, and he recommends a plan for the new-type program.



2. *A Plan for a Comprehensive Retail-Training Program*

A training program comprehensive enough to fulfill its obligations cannot be developed overnight—it takes time to perfect training organization, determine results, review and redirect activities. It takes time to determine needs, select and train instructors, obtain training materials, revise courses, and follow up instruction.

The full plan includes eight necessary elements: survey of needs, selection of an advisory committee, plan for the program of study, the selection and training of instructors, location of meeting places, scheduling of classes, follow-up of instruction, and revision and refining of the plan.

Survey of Needs

The survey of needs starts the wheels in motion for the development of the over-all plan. It is necessary to determine what knowledge, skills, and attitudes are lacking in retail organization before deciding what is to be taught.

In one store in the Southeast a survey indicated the need for education and training in these points:

Gross profit and net profit. The amount of difference between gross and net profit is within the scope of knowledge of management, but the majority of workers on a sales floor have absolutely no comprehension of that amount. A person should not be criticized for saying that "the store is rolling in wealth" if he does not realize the large number of expenditures for overhead that take up the net.

Importance of services to the customer. The salesperson needs to know not only the services offered to the stores' customers but also the way these services are operated for the benefit of this clientele. Stores know that competition holds prices at a given level and that the only thing that the store really has to offer is service on the merchandise itself. This fact must be stressed continuously to the salesperson on the front line.

Care of equipment. There are many reasons for taking good care of equip-

ment. Mutilated equipment is bad advertising, slows production, reduces efficiency, and lowers net profit. Supervisory, selling, and nonselling employees should be taught the value and worth (to them, *as members of the organization*) in seeing that equipment is well cared for.

Where and how merchandise is bought. Salespeople who are interested in their merchandise want to know and should know the source and means of getting the merchandise into the store. This knowledge will not necessarily help them directly in their sales, but it will build confidence. Their confidence in themselves will give force to the sale.

How to take and calculate inventories. The very important activity of inventory taking needs to be given more consideration. More time needs to be devoted to explaining the *reasons* for taking periodic inventories—a person always does a better job when he knows the *why* of doing a job. In this particular store, many errors had been noted in the inventory; it was necessary to retake some parts, which meant added expense and loss of time in making the computations.

How to train and supervise employees. The store referred to found that its supervisors were spending a large portion of their time in teaching employees and that, in a large number of the cases, a very poor teaching job was being done. The store felt that time spent in teaching its supervisors methodology gave immediate and long-lasting results.

How to plan the work to be done in the department. This area of training was directed toward helping department heads and supervisors plan their work in order to eliminate lost time and motion, to give assignments according to the best abilities of those involved, see that each individual was not carrying too heavy a load, and be certain that customers were being served efficiently.

The foregoing requirements probably seem to be very elementary for an adult training plan, but their need was clearly indicated by the survey in that particular store.

Other Steps in Planning

Select advisory committee. There needs to be a small, homogeneous group to which problems can be submitted to obtain advice for the director or co-ordinator of training. The number on this committee should be limited to about five members. Subcommittees for specific areas can be formed. For example, a member of the advisory committee might serve as chairman of a subcommittee for the grocery or department-store group. Naturally, such a committee serves in a purely advisory capacity, as is indicated by the name; however, it gives support to the training director. The advisory committee should discuss thoroughly all aspects of the training program as it affects the organization or organizations participating.

Plan program of study. Included in the plan for the program of study, of course, will be the employment groups affected, the courses to be offered, and the immediate and long-range needs. This plan should be revised continuously in the light of changing conditions.

Select and train instructors. It is suggested that a group of prospective instructors be brought together for instruction in one or two of the supervisory courses.

In this way potential leaders may be singled out for special training as instructors in the training program.

Locate meeting places. The meeting places for the classes in each training group should be selected on the basis of comfort, convenience, and usefulness. Facilities should be installed so that the instructor may use various types of teaching aids.

Schedule class. Besides the time of the year, the length of the class period and the length of the course must be considered.

Follow up instruction. All instruction should be followed up. Things not taught are not learned, and things not practiced are not remembered. Some person or persons in each organization should be designated to find out what was learned and what is being put into practice by the trainees.

Revise plan. Criticisms and suggestions get cold before the next series of classes; therefore, notations should be made so that errors will not be repeated.

[To be concluded next month: Mr. Logan describes (3) a recommended basic curriculum and (4) plans for a periodic retail-training-institute.—Editor]

Beware of Typing "Nets"

■ HAROLD H. SMITH

MOST typing teachers, like other human beings, are creatures of habit. If they were reared on a diet of timed tests, figured at so-and-so many *net* words a minute (wam), they pass out the same diet to their students. They fear that which they do not understand—and resist it. But following the line of least resistance is not always professional.

Now, net rates do have a place, especially in testing and comparing the results of various groups of typists. Fair or unfair, scientific or unscientific, it is nec-

essary to reduce the achievement of the individual and of the group to a single score that will include both the speed and the accuracy factors of each student's performance. Where our sights are trained on the potentialities of learners, net rates figured according to some widely practiced plan, such as the International Typewriting Contest Rules, provide a most desirable means of comparing local results with those accomplished in larger areas, thus increasing motivation and the pressure on the individual learner to improve at a maximum rate.

But professional educators do not test

all the time. They test little and teach much. Hence, let us ask the simple question, "Do your students virtually sit on a plateau week in and week out?" The "Net Nuts" will usually say, "They do."

"Well, what do you do about it?" Unfortunately, the answer usually is, "We give more tests; they obviously need more practice."

But they do not need more practice of the same kind. That holds no promise of improvement. Neither will they profit from a huge dose of budget work; assignments to turn in; accurately typed exercises, letters, tables, and so on. Their attitudes must be changed; their mental responses and physical responses must be changed; their confidence in themselves, and their will-to-do must be greatly enlarged. But how?

The teacher knows that he can guide only the thinking of the learner; that the actual planning and practice leading to improvement must be done entirely by the learner himself. Furthermore, the student must really *strive* to improve. Any timed test administered purely as a matter of daily or weekly routine, without a thoughtful, vigorous, and complete warm-up, is just more of the same kind of humdrum practice that has kept the learner chained to a so-called plateau. Such a timed test had better be omitted and the student allowed to type in an office where he will at least be doing practical work with natural motivation.

Must Have Clear Facts

Once the teacher determines to guide the learner's efforts, he must get some facts about that learner's present achievement that can serve as the basis for recommended thinking, planning, and improvement efforts. The more objective these facts are, the more they will impress the learner.

Questions, such as those that follow, must be answered:

1. What is the learner's present speed on (a) short spurts and (b) sustained efforts?

2. What is the learner's present accuracy on (a) short spurts and (b) sustained efforts?

3. How can I help the learner maintain the proper attitude of striving in his thinking, his planning, and his every typing effort?

Few learners will strive hard or effectively unless they are put under some pressure. They cannot measure their typing speed unless they are timed in some way—it may be through competition to see who can first finish typing a line or a paragraph, or it may be by typing against a watch or a clock. Even competition with oneself must be timed in order to make comparison possible.

My Own Experience

I recall an office experience I once had of writing over 1,800 half-page form letters, the only changes being in the date, the inside address, and the salutation. The first letters required an average of 3 minutes to complete. Finally I got a single letter down to 1 minute; then 5 letters in 5 minutes; 10 letters in 10 minutes; and so on until, one day, I turned out 120 mailable letters in 120 minutes.

I had studied some psychology, but that had no conscious part in my trial-and-error plan to get that job done as quickly as possible. Note, however, that either by good fortune or the exercise of common sense, I did some correct things psychologically:

1. I concentrated on a single unit (one letter) with pauses before and after typing each one until I had mastered that unit. Thus, I was able to bring to bear every mental and physical force I possessed on the most skillful execution of that unit until I had apparently reached a new and extremely high level of speed with mailable accuracy.

2. I then set out to sustain that same high degree of skill for gradually lengthening periods of time. I drove; I fought; I put everything I had into those increasingly longer periods of forced typing effort. All this is good learning (and teaching) procedure.

Thank heavens, I wasn't under the control of a teacher enamored of learning by the whole method, which that teacher interpreted as meaning "writing continuously" for 10 to 30 minutes at a stretch! The greater fatigue caused by my poorer technique at lower speeds would have sooner cut down my endurance and my will-to-strive had I typed nothing but 10- to 30-minute periods.

I really did set reasonably attainable goals in the short spurts and, again, in the longer efforts because they were only gradually lengthened as I succeeded in attaining each desired achievement. At no time was I merely pounding out letters in monotonous fashion because through one thousand eight hundred and more letters I was seeking to improve each one in some way.

In general, the stress throughout was on speed, more speed, the best possible speed—without losing control, making errors, and having to use the eraser and thus cut down my speed. As a measuring device, I used the letter unit, which contained 80-odd words. That unit was a measure of *gross* speed, my true average rate of production. Whether I hesitated or made an error, erased, or had to make some necessary adjustment of the old-fashioned typewriter I used didn't matter. I didn't subtract anything to arrive at a net rate. My net was my gross.

School Situation

In schoolwork we can't usually assign such a gigantic task as a thousand letters. We have to use many different pieces of practice matter. We must know not only the student's speed; we must know also how accurate he is. Speed can be stated roughly in terms of gross words-a-minute (wam); inaccuracy, in terms of gross errors-a-minute (eam). Both are found by dividing total words or errors by the number of minutes devoted to the timed effort.

With net rates, you have to go through at least three separate arithmetical steps to arrive at the result; and, when you have arrived, the result is of no earthly



use in advising the typist whether, on the basis of his present achievement, he should strive currently for speed, for accuracy, or for fluency.

In order to be safe in giving such advice, the teacher must know the individual learner's recent record of "errors a minute" (the most available, although an inverse measure of accuracy) and of "words-a-minute" (his gross speed or output rate). If some record of the actual speed of his typing motions and of their pathways were available, that would be an even better record, because improvement in typing depends *first* on making quicker motions and mental responses and *secondly* on controlling those different motions as to accuracy and fluency.

Case Studies

If three students type 52 net wam for 10 minutes—Anne, with no errors; Bob, with 5 errors; and Pat, with 10 errors—and if they seek your advice on what they should do to improve their typing skill, what would *you* tell them?

Obviously, you can't use the 52 net wam in your reasoning, and you know that their accuracy is different. So you start to think, and you soon enough notice that their speed must be different too. A little more mulling over the problem; and you figure out that Anne's gross is 52 wam; Bob's, 57 wam; and Pat's, 62 wam.

Superficial thinking at this point can cause the teacher and the learner to miss the boat completely—and waste much time. The resulting advice would be for Anne to try to improve her speed, for Bob to continue stressing accuracy but to try to increase his speed, and for Pat to slow down a little and try to improve her accuracy.

The experienced teacher would seek further facts as to each student's achievements on short spurts— $\frac{1}{2}$ -minute and 1-minute timings—before he would permit himself to form any opinion as to the individual needs of Anne, Bob, and Pat.

Suppose that current 1-minute spurt speeds with no more than 1 error turn out to be only 53 wam for Anne, 70 wam for Bob, and 67 wam for Pat.

The wise teacher would deduce that Anne is in a speed rut because her spurt-speed is only 1 wam faster than her sustained speed. Her assignment will be intensive word and phrase practice on words in an easy-to-finger paragraph, followed by many properly spaced $\frac{1}{2}$ - and 1-minute timings on the paragraph; her major aim to force her typing to a higher speed level; her minor aim to do just enough timed work directed toward accurate thinking, fingering, and typescripts to prevent her becoming habitually careless.

The teacher should naturally suspect that Anne's present spurt and sustained achievements indicate that she is typing too much on the isolated stroking level. Hence the teacher will be especially careful to help Anne build up her vocabulary of word and stroking patterns typed at the most expert speed levels. Anne can do this by herself if she is given the right start on simple words and then left to herself, for example, if she strongly desires to do so and understands how to go about it.

Anne should be kept on intensive word practice and short timed spurts until she attains at least a sure 65 wam with no more than 1 error on a 1-minute timing. She should be encouraged to make 70 to

75 wam with as many as 5 or 6 errors in 1 minute.

Then Anne should be given a 5-minute sustained timing on familiar material, her aim being to make no more than 3 errors in 5 minutes. If she can't do it on familiar matter, have her use the paragraph on which she made her best 1-minute speed; call each minute and have her start over from the beginning of that paragraph at the end of each minute. After several such timings, she will herself recognize where carelessness or fatigue take their toll; and usually she will make the necessary extra effort at the proper point to overcome the obstacle. Thereafter, lengthen her sustained efforts to 10 minutes if that is your considered goal; and keep at it until she can occasionally write 10 minutes with 3 or fewer errors, often with no more than 5 errors, and in general never with more than 10.

All through this training schedule Anne should keep turning out some short spurt efforts every practice period. The chances are that she will gradually push ahead on these timings, thus improving her basic technique of mind and hand. These improvements will favorably affect her performance on her current sustained efforts. Her motivation will be high in all practice, largely because of her steady succession of successes on her spurt efforts.

Similarly, specific guidance suggestions would be given to Bob and Pat based on their current spurt and sustained achievements—a contrast with the well-meant but unsuccessful advice suggested after superficial consideration of net speeds only. If our readers request us to do so, we shall gladly use space in a later issue to outline suggested guidance for Bob and Pat.

For the moment, we believe that the teacher who has followed this discussion will recognize the futility of using net speeds in diagnostic and teaching activities. At the same time, we hope we have made it quite clear that there is a real place for using net speeds when it is desirable to conduct special competitive tests.

The Teacher As Seen By—



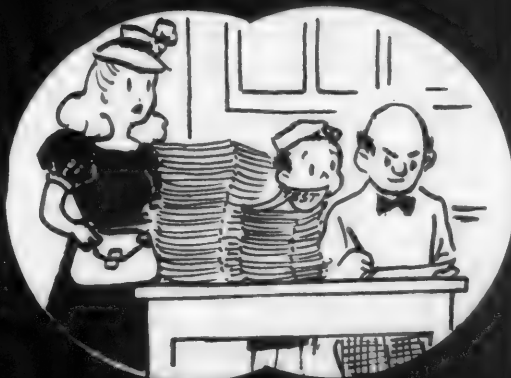
HIS STUDENTS



...HIS PRINCIPAL



...HIS FELLOW TEACHER



...HIS FAMILY



...HIS STUDENTS' PARENTS



...AND HIMSELF

Shorthand and Typewriting Around the World

A Musical Revue

■ MRS. CECIL L. DAVIS
Texas Christian University
Fort Worth, Texas

A REVUE written by the author and presented by her shorthand and typewriting students. The time required to present the revue is approximately thirty-three minutes. The number for the cast of characters and chorus is flexible.

Chorus: Forty boys and girls. Dressed in black slacks or trousers, black bow ties, black baseball caps, white long-sleeved shirts, and white (25-cent) men's working gloves.

Arranged according to their heights and seated on four-tiered lifts at back of stage. They remain on stage during the entire program and are seated behind a low white fence entwined with ivy; evergreens bank each side.

Setting: A high-back chair in center back in front of fence—for Master of Ceremonies. Two microphones, if possible. Stagger four armchairs on right for shorthand students. Stagger four typewriter tables left for typing class. Covers on typewriters. Typing book on each table. Old ribbon on Jean's typewriter. An observation stand or some small stand right center for teacher's books and a small potted plant. A blackboard in front of evergreens between shorthand class and chorus.

ACT I—Scene I

The Master of Ceremonies in formal dress (tails, high-top hat, and so on) enters center in front of closed curtain. Yarn, a dishevelled clown (red wig, "seedy" hat and clothes, clown make-up) enters from left and approaches MC at center. Yarn may add color to this part by having a lisp in his speech. Their skit gives the general purpose of the revue.

MC: Hello, Yarn. Where have you been?

YARN: Oh, I've just been there and here. Mister Master o' Ceremonies, why's there so many people on that stage?

MC: Yarn, we commercial students are going to give a brief review of some of the work we do in our classrooms. (If all commercial students do not participate, change

"we" to "some of us.") How we, for example, strive to build desirable personal traits, speed, and accuracy—

YARN: *Speed and Accuracy!* Yes, sir. I was in one of those shorthand and typing classes one time. (Removes hat and rubs head.) There was so much rising and leaping; singing and creeping; turning and twisting; receding and speeding; threading and spreading; rattling and battling; waving and raving; hurrying and skurrying; working and jerking; and then (a gradual crescendo) sounding and bounding and rounding; and grumbling and rumbling and tumbling; and rushing and flushing and brushing and gushing; and flapping and rapping and clapping and slapping; and thumping and bumping and flumping and jumping; and thrashing and dashing and flashing and splashing—I just didn't get *speed and accuracy!* (Limps, with hand on back as he exits left.)

MC: Too bad, Yarn, because we commercial students have to have that speed and accuracy in the things we do.

(Curtain Opens Quickly)

Scene II

Chorus is standing and sings the following parody on "Apalachicola, Fla."

We're on our way—From T-u-s-ca-loosa,
A-l-a.

Magnolia trees in blossom and a pretty southern
gal,

It's better than the orange groves in Cucamonga, Cal.

We're gonna be—The best commercial students you will see

We may stop at Birm-ing-ham for some hominy
grits

Or pass through Tallahassee if the weather
permits;

We're on our way—From T-u-s-ca-loosa,
A-l-a.

Class bell rings.

MC: (Uses hand microphone, then places it on teacher's stand.) Our opening scene is a first-year shorthand class as it is organized the first day of the first semester and gradually merges into a second-year class. (TEACHER enters from right. Ar-

ranges board, chalk, erasers. Takes hand microphone off desk where MC has placed it. Four shorthand students [girls] enter from right. Talking to each other as they come in.)

TEACHER: (Microphone in hand.) Hello, class, (Students speak to her. A pause as teacher looks over the group.) where are the boys? (Students also look around chairs and at each other trying to find some boys.) No boys taking shorthand? (Slight pause while students gesticulate. Meanwhile teacher turns to audience.) Did you know that the railroad companies in (name a near city) are offering as a beginning salary \$000 (Check with railroad companies and quote accurate salary.) to boys who know shorthand? (Turns to class.) Class, shorthand is a shortened form of longhand. That is why it is called *shorthand*. One does not have to have a full-size picture of his Mother or someone else he knows to recognize the individual; neither do we have to have the full-size picture of each letter of the alphabet to recognize it. Furthermore, class, do not call shorthand characters "things." (Gradually moves over to blackboard.) They are not "things" as commonly called, but they are called *characters*. (Have blackboard so placed that the teacher's back is never entirely to the audience. With chalk in hand.) Here we have an r. (She writes the letter r in longhand.) When we remove this part we still recognize the letter r. (She illustrates as in the first exercise of Gregg Functional Method, Book I.) Here we have an a. Remove this part and join r-a we have ra. Shorthand is written according to sound. If we wanted to write the proper name Ray, we would write (Teacher illustrates with the two diagonal strokes under ra. Do not let time lag during this part, but keep at a fast tempo. She writes in shorthand on the blackboard the following sentence: Ray will take tea. She spells each word in shorthand and then reads the entire sentence. The students automatically read it back with her as she points to each word.) Louise and Marilyn, will you come to the board? (They go to the board.) Louise will show you wherein shorthand saves time while Marilyn is struggling with her longhand. (Girls write large enough for audience to read. As she dictates, one writes shorthand while the other writes longhand.) Girls, take these words: Cir-

cus, extravagance, superintend, magnificent, vice president, and the phrase I shall be glad to know. Thank you, you may be seated. (Girls return to their chairs.) Now take this letter at one hundred words a minute. (Teacher takes watch in hand and dictates at approximately 100 words the following taken from Exercise 413, Book II, Functional Method.) Dear Sir: Regularity is never attained by those whose virtues are superficial. Be critical of yourself. Is your affability so superficial that it is swept away in the first burst of excitability? Has your veracity so little tenacity that it floats off on a flood of loquacity and becomes mendacity or duplicity? Is your sagacity easily blinded by animosity? Yours truly. Barbara, will you read back? (Teacher hands the microphone to Barbara who stands and reads from her shorthand pad. Teacher steps over to microphone on stand and when Barbara finishes reading says:) Barbara, what do you expect to do when you finish school?

BARBARA: Oh, I want to go to Ireland. (Hands microphone to teacher who then uses it.)

TEACHER: What do you want to do, Pat?

PAT: I want to go to China.

(Bell rings. Shorthand class exit. Three typing students enter. Jean sits at second typewriter from rear. Sara and Phil at two front ones.)

MC: This period is a typing class. It is obvious that some students make every minute count, while others do not!

(Tardy bell rings. Enter Buna Mae who is overly dressed. Chews gum. Sits at typewriter in rear. The boy and girl at the first two typewriters properly remove the typewriter covers and place them on the back of their chairs. They properly insert their paper and "warm-up" their hands with limbering exercises as the teacher begins to give instructions. With proper hand and feet positions they are ready to begin typing while the two in the rear are having difficulty getting settled.)

TEACHER: Turn to the Speed Builder on page 47, and type until I call time.

JEAN: What page did you say? (Punches student at front machine and whispers—*Give me a sheet of paper.*)

BUNA MAE: What did you say to type? (Teacher repeats instructions.)

TEACHER: Eyes on copy, feet on floor, begin. (One-minute timing. Jean makes

one stroke, gets ribbon caught, takes out spool and it rolls on floor. B. Mae sits with feet hooked around chair legs, chews gum very fast and types in jerks.)

TEACHER: Sara, what is your score?

SARA: Zero over sixty-nine.

TEACHER: What do you plan to do when you finish school?

SARA: I want to work in a large office in the United States.

TEACHER: Jean, what is your score?

JEAN: I went in the hole. (B. Mae laughs heartily.)

TEACHER: Jean, what do you want to do when you finish school?

JEAN: I want to get a husband.

TEACHER: Buna Mae, your score?

BUNA MAE: Fourteen over thirteen.

TEACHER: Buna Mae, WHAT are you planning to do?

BUNA MAE: I donno. (Chews gum and flips her hair.) I hadn't thought anything about it.

TEACHER: What is your score, Phil?

PHIL: Zero over seventy.

TEACHER: Phil, what do you plan to do?

PHIL: I'd like to go to Mexico to work.

(Bell rings. Phil and Sara properly remove their papers from their typewriters, center the carriages, and push chairs under their tables. Jean and B. Mae pull paper out of machines, throw paper near wastebaskets, and leave chairs back from tables. Class exit as curtain closes.)

A girl from the Chorus comes to center in front of closed curtain and sings, "The World Is Waiting for the Sunrise" or other popular song.

ACT II

(One typewriter and chair at left. Coat and hat rack at left between Chorus and typewriter table. Chinese gong at left back of props and not seen. Two white iron yard seats on each side of Chorus in front of evergreens. Stand microphone is placed on stage right. MC uses hand microphone.)

MC: As a clerk-typist, Sara gets to see the United States by her having been a high-school commercial student. Through song, we tell her that Dixie is proud of her. (Sara has hat on hat rack and she is seated at the typewriter. During the song "Dixiana" she finishes her letters, and as the Chorus finishes, she puts on hat, gets letters, and exits right.)

Chorus sings "Dixiana."

MC: Phil goes to Mexico as a typist for the United States engineers. It is customary in Mexico for each town to have a Main Square where every night young people "promenade." They promenade clock and counter-clock wise. (He makes motions to that effect.) When a boy sees a girl with whom he wants to talk he winks at her in passing and they retire to a bench there in the Square where they are well chaperoned! Phil has just completed some reports, hears the music and meanders over to the Square. (Two girls dressed in Mexican costumes enter at right to microphone and harmonize "South of the Border" accompanied by electrical guitar [player in Mexican costume] and piano. Colored lights revolve from the auditorium balcony. During the song two girls and two boys [in Mexican costumes] promenade. They go clock and counter-clock wise. The boys wink at the girl of his choice. Each couple then sits on the iron seats where they remain seated until the curtain is closed. They laugh, talk, and are merry during the song. Phil leisurely goes over from the typewriter where he has been working, leans against the fence, moves on down center right where he pauses with one foot crossed over other and arms folded, exercises a pensive mood. A Flower Girl enters right dressed in Mexican costume, carries a large Mexican flower basket filled with flowers, goes to the couple at right, sells the boy some flowers who then gives them to his girl friend; Flower Girl now approaches Phil, but he declines to buy a posey, she flirts with him and then moves on to couple on left where she sells the boy flowers for his girl friend. Phil turns and watches her every move, walks to extreme left, gives her a nod of the head to "Come on" and she follows him as they exit left. The Chorus remains seated and at this scene the two girls should be at the last phrase of their duet at which time the Chorus joins with them in singing the last four "Ay's" and curtain slowly closes.)

(A Very Quick Curtain)

(Quickly remove iron seats. A portable screen is placed at low center right in front of evergreens. On front side of screen is painted on heavy wrapping paper a large dragon. On reverse side of screen is painted a large shamrock. Behind screen Peggy, a pretty Irish girl, sits on hay in a wheel-

barrow to be in the next scene. This is a graceful way to have Peggy on stage at next scene. *Sound Chinese gong off stage. Curtain opens.*)

MC: Pat goes into Civil Service and accepts a position as a State Department secretary in China. (Pat is seated at the typewriter. Ten girls in Chinese costumes enter and sing "The Chinese Umbrella." If Chinese umbrellas are not available, rain umbrellas have removable covers and the frames can be covered with crepe paper to match the girls costumes and the large rosettes in their hair. This is an action song. Girls shuffle on stage on toes, wear ballet shoes, and carry umbrella in right hand with arms crossed. Colored lights revolve from auditorium balcony. As girls shuffle off stage right, Chinese gong is sounded, curtain closes only long enough to swing screen around so that the shamrock side shows and Peggy is well seen in the wheelbarrow which is draped with hay decked with flowers, play chickens, and strings of ducks and geese from Five and Ten Cent stores. If not available, flowers will be sufficient and she pantomimes her part as the song is sung to her. *Curtain opens.* Barbara is seated at the typewriter and is working.)

MC: Barbara sees Ireland as a secretary for (name some large company). (A boy enters left and with gestures sings first, third, and fourth verses of "The Low-Backed Car." He is dressed in Irish fashion, wears a derby and carries a cane, if desired. Peggy flirts with him and as he rolls the wheelbarrow off stage at left, Peggy looks back at him as she rides on the hay. Pianist modulates into chorus of "When Irish Eyes Are Smiling" and the Chorus joins in the last phrase "And when Irish eyes are smiling, sure they steal your heart away.")

MC: And we are all proud to be from a Commercial Department "Down South"!

The Chorus stands and sings the following parody of "Down South" as all the members of the cast return to the stage and sing:

Come on today, We're in to stay,
Where we type and earn good pay

(Girls)

Shorthand's no fuss, Easy for us
And all our characters are clear and gay.

(All)

Come on along, Join in our song,
Come with us, It won't take long.
We're on our way, Hip hip hoo ray!
We're commercial students for aye!

(Chorus waves with left hands and place right hands at bill on cap.)

Magic Keys for Handicapped Veterans

■ DOROTHY LEE MORGAN
Washburn Municipal University
Topeka, Kansas

IF YOU wish to challenge your imagination and gratify your heart, try teaching veterans to type—especially handicapped ones. I teach in one of the fine, small, Midwestern universities. Our buildings are crowded and our classrooms are overflowing; but we have plenty of typewriters, new ones that are a delight to the eye.

My veterans treat me like a general but add that extra touch of gallantry we women love so much. Some are young enough to be my own sons; others, old enough to have finished college long before my time. Taken together, they are the most persistent, hard-working, seri-

ous-minded group of students I have seen. And, in twenty years, one sees a good many.

Individually, they differ, of course. Some of my veterans are like millions of others, unscarred. Some of them, however, have genuine and permanent handicaps that they carry modestly and without affectation. They are the ones who accept no sympathy but do accept help. And they are the ones, especially, who give so much to any teacher. I think of—

BILL was one of the largest veterans I've ever seen. "Mrs. Morgan," he said, his

first day in class, "every time I put down a finger I hit two keys."

I walked to his desk at the rear of the room. Sure enough, his fingers were so wide that each actually covered two keys. Before I had time to recover from my surprise, he looked up at me with a broad grin and added, "Don't worry, Ma'am. I'll get it figured out."

He did, too. He built up a knack of keeping his hands a bit above the keyboard instead of close to the keys; then his big fingers would dart down for a clean, sharp stroke.

JERRY was a little fellow, and I hadn't paid any special attention to him until I got a particular wink from him one day. I had been drilling, as all we typing teachers do when teaching the number reaches, "1-o-1 space 1-o-9 space" and so on. Then he winked. When the group turned to the text for the drill, I sauntered back to him.

Jerry glanced at his right hand. No L finger. "What should I do," he asked, matter-of-factly. I tried to match his poise, though I felt pretty nervous inside.

"Well," I said, "we all use the F and J fingers for a double load; and the sem-finger carries a double load, too. Suppose you use the K finger on both the K and L reaches."

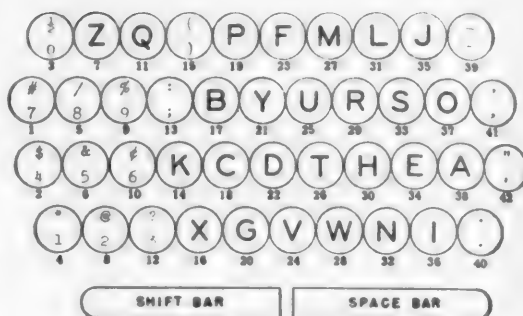
He nodded, and that was the end of it. Casual-like.

HANK AND HENRY were two who sat side by side. Both were "Henry," of course; but the one said, "Just call me *Hank*, and then there won't be any mix-up."

He was the one who limped a bit. One day, early in the course, I gave the routine starting instructions, "Sit up straight . . . hips well back in the chair . . . feet flat on the floor. . . ." He beckoned me with his eyes, and I drifted back to his desk.

"My one foot won't go flat on the floor." He added, without a touch of dramatization, "Not any more. If you'll let me balance this foot on my heel. . . ."

FIVE FINGER OPERATION FOR LEFT HAND



Shown here are the keyboards for the two special machines, prepared by IBM,

So, day after day he typed with his one foot balanced on the heel, bare toes up in the air. He's had four operations on that foot now.

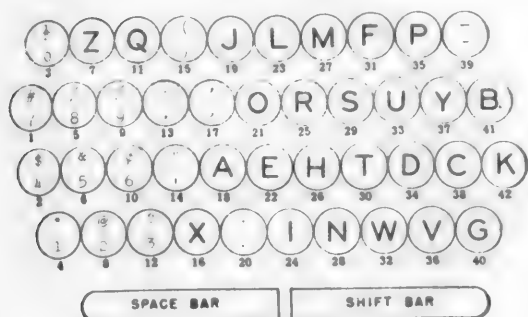
Henry, who became Hank's particular buddy from the outset of the course, was not handicapped in any way. Some vets shy away from the handicapped; but Henry made a point of keeping things lively for them. I remember the day when I said, "Now, class, I want to give you some special drills."

Henry came through with a stage whisper, "Well, it's the first time I ever drilled sitting down." That brought down the house, of course. Vets like to laugh.

ROBERT is a blind student. When he came into our class, I thought I had met my Waterloo. As it turned out, teaching him was not very different from teaching anyone else. Maybe this was because he was particularly hard working or unusually bright—he was certainly both; but he was very attentive and cheerful.

Because I have always given a great deal of oral drill to my beginners, he started very well and certainly kept up with the group on any dictated material. As soon as I could arrange it, I put a voice-writing machine in the back of the classroom. Thereafter, he took the dictated drills and then turned to typing from recordings when the rest of the class turned to textbook exercises. I don't remember how many records he tran-

FIVE FINGER OPERATION FOR RIGHT HAND



for the use of one-handed typists. These machines are still experimental.

scribed—but all in the training set and then many more!

TOM was not the first student I had who came in on crutches, but he was certainly the first to startle me with them. One day, as the group was working on a timing and I was looking over the lesson plan on my desk, I was jarred by the loudest crashing sound I've ever heard in a typing class: Tom's crutches had slipped from their resting place against the wall.

Tom turned to one of the others casually. "Mind picking them up for me? I can't bend." Then he looked at me apologetically and said, "Sorry, Mrs. Morgan. I'm afraid I spoiled the timing. Could we start it over?"

Tom can't climb the steps to our class; so one of his buddies helps him up and another tags along carrying his books. Tom's going to be a writer. It makes me feel happy to know that typing will be a real help to him.

JEFF is one of the best students I've ever had. He has repeatedly amazed me by the speed with which he progresses. He was late in starting our course; but the first day he did two days' work, and the next day, three.

"Did you ever have typing before?" I asked.

"No, I haven't," he replied.

"It's too easy for you or something," I mused. "Do you play the piano—"

"No, Ma'am."

"—or any other musical instrument?"

"I've played the trumpet for years. Played in an Army band, too."

I don't know that trumpet playing has helped his typing, but he is quick at everything. For one thing, he likes to type. He comes in during his free periods and types and types. In fact, most of the students come either ahead of their class time, during the lunch recess, or after class hours. There is no demand made that they do this—no repetitions for perfect copies or extra, outside assignments. But anytime I hear one typewriter clicking away in the typing room, I can be sure it's Jeff.

SMITTY has only one point of distinction, for me: he is the first student I ever had who could type numbers before he learned to type the letters on the keyboard. I finally had to give in to my curiosity and ask him how it happened.

"Wrote reports in the Navy for three years," he explained. We typed only numbers. Now I want to learn to type the rest. Could have had a part-time job the other day, better than the one I have now, but I couldn't type by touch. Soon?"

I COULD go on and on. Fred, who nearly went to sleep because the sound of typewriters was soothing to him. Albert, grey-haired, with a young face, who shared with me the recipe for a special sauce (he got in France) for barbecued spare ribs.

But each veteran I might describe would only add to the same picture: variety, personality, ingenuity, and especially courage. I am grateful that a class in typewriting brought them to me. I am grateful, too, that the keys on the machines were, for many of them, magic keys that unlocked and are still unlocking careers and futures.

[Note: Wouldn't you like to read this aloud to your own typing students?—Editor]

Business English Is My Favorite Subject

■ MARJORIE FITCH
Sherwood Secretarial School
Paterson, New Jersey

THERE are many reasons why the teaching of Business English gives a great deal of satisfaction to the teacher who believes in the importance of this subject. These reasons lead me to say that Business English is my favorite subject.

There is, first of all, the satisfaction of knowing that one gives his students training that has immediate use. This is true of their English work in transcription, for example, both as they learn the skill and as they use it on the job. Students use the things they learn in Business English. They use them in their day-to-day living and learning. The teacher knows that each lesson has an impact that is effective far beyond the classroom.

There is the satisfaction of knowing that one gives his students preparation that can be of great importance in making possible their advancement to better positions. The student with a command of English that enables him to compose good letters has a better chance of becoming a private secretary, for example. Too, in all types of business positions, the speech habits of one's students will have an influence on their success. Any improvement we affect will reflect in the advancement that students attain later. It is good to know that one's work has a lasting effect.

There is great satisfaction in knowing that our students will have the pleasure of enjoying their work and of forging ahead through faster promotion to higher pay. I feel that I am putting both money and pleasure in the pockets of my students with each lesson I give them.

There is the satisfaction of knowing that the improvement in student's grasp



Miss Fitch won first place in the Business English division of our Favorite Subject contest.

of English fundamentals will be reflected in their general speech and personal writing; so, I am helping my young friends in social as well as business contacts. Thank goodness there is at least sufficient time to point out to the students the importance of good speech habits and the influence of these habits on both social and business opportunities.

There is the satisfaction of knowing that because of one's efforts his students have developed a broader and more accurate vocabulary and perhaps an interest in continuing its growth after school. Sometimes I can take special pride in knowing that I have helped some student to develop a genuine intellectual curiosity about our language.

There is the satisfaction of knowing that through the development of a better understanding of English fundamentals and a wider vocabulary, one helps his students to a better reading ability. Improved reading ability can bring great satisfaction to them; it can have far-

reaching implications that include a better understanding of all printed matter, to a better knowledge of public events, and to a better citizenship. How rich the contribution of the Business English teacher!

There is one other very special satisfaction that we teachers of Business English today have: the knowledge that we are contributing to the present revival in emphasis on adequate training and preparation in the fundamental skills, of which English is a very important one. We are

right in the forward movement, along with business concerns, parents, business teachers, and other educators. We teachers of Business English make a real contribution to this very important and worth-while movement.

So, I prefer to teach Business English because I realize its importance in the business and social lives of my students. To me, the teaching of Business English is part of my contribution to the betterment of humanity.

Principles of Vocational Education

■ Reviewed by ROBERT L. HITCH
University of Wyoming
Laramie, Wyoming

Vocational education, though still hotly disputed by the traditionalists, appears to have won for itself a permanent place in the American system. Franklin J. Keller has written Principles of Vocational Education (D. C. Heath and Company, Boston, \$3.50) as a textbook for college classes—but not in usual textbook style. It is an interesting and enlightening book for both exponents and opponents of the method.

THIS book is written about the generation that we teachers are preparing for life in our classrooms. The author says, as many others do, that "Education is Life"; but, when he speaks of education, he means *vocational education*—the kind that prepares a person for a specific job according to his own special abilities, skills, and preferences. The author's kind of education is concerned with all work—that of the white-collar worker, of the ditch digger.

Mr. Keller is especially concerned with the connotation that the word "work" has taken. Any activity with a purpose is work, and the difference between drudgery and work is the goal. A neat distinction.

There are as many kinds of jobs as there are concepts of work. The *Dictionary of Occupational Titles* defines 17,452 separate jobs. Vocational education is interested in seeing that each person is placed in a life-work that will mean much to him because of his being fitted to the position.

The dignity of labor is stressed by Keller. He states that "the dignity of labor, the virtue of a vocation, lie not in the operation itself but in the personality of the worker and all the surrounding circumstances conditioning the work."

Vocational education he says, and we agree, must have democracy in order to be effective. Each one must have his chance at the job that he is capable of handling and that he is interested in holding.

In choosing a lifework, people today are not so apt to choose solely on the remunerative value of the position as they were in the past, according to the author. He feels that this is because people have come to realize that they spend half their lives on the job and that, therefore, they should have a job that can be a part of their lives. The personality of the worker is coming more and more to be an essential quality considered in placing him in a position.

"Workers are hungry for *reality*—doing something that counts," says Keller.

Work is more than "work." It is more than knowing how to perform a certain task. Work is a vocation, life with a purpose. Vocational education, therefore, is much more than knowing how to work: it is education *with* a purpose, *for* a purpose.

Keller considers important the history of vocational education—how man became more and more important and how lifework has become more and more important, too,

not just as work but as a purpose in life.

Vocational Guidance

The individual is important, and it is for him that vocational education exists. Each of us has a place in the world according to our innate abilities, our personality, and our intelligence. That is why a guidance program is necessary.

Vocational guidance is the process of assisting the individual to choose an occupation, prepare for it, enter upon it, and progress in it. It is concerned primarily with helping individuals make decisions and choices involved in planning a future and building a career—decisions and choices necessary in effecting satisfactory vocational adjustment.

The author discusses the criticism that vocational education is not education. Some parents, you know, feel that their sons and daughters are not “learning” unless they are learning from textbooks. On the other hand, some say that everything that prepares for consumer efficiency is general education. Keller discounts this distinction, saying that a general education is necessary for vocational education and that the line of distinction between them is very fine. He stresses the importance of English, physics, history, and so on, in vocational education. In order to get and keep a job one must have general information, too.

When and where shall occupations be learned? One point of view is that all work (except in the professions) should be learned on the job—that all schooling should be “general.” The opposite point of view is that the individual should begin to make a tentative choice of occupation when his first interest appears and that he should begin to prepare for that occupation when the interest becomes strong enough to provide a focus of activity. This is the *basis* for vocational education, says the author. A student with a vocational goal acquires more meaning from his educational experiences. Young people should be encouraged to choose a lifework early.

Vocational Teaching

Keller devotes a great deal of his writing to “method” of teaching. It is his assumption that a “method is no better than the teacher, but any given teacher is better for good method.” Enthusiasm is the main factor in trying to teach.

Vocational education is not merely shopwork or laboratory work but is also science, mathematics, English, history—in fact, all the general subjects. Such variety provides for the necessary variations in the thinking process, logical, relational, imaginative, with a view to producing the oft-mentioned, but too seldom realized, well-rounded personality.

Keller goes into great detail on the types of vocational education and the schools in which they are taught. We cannot list all his points because (he himself says) there are a multiplicity of occupations.

The author says that vocational education is only as good as someone thinks it is. His last chapter is devoted to the various philosophies of education in the world, and in it he emphasizes the importance of international co-operation.

Whatever the contrasting, or even opposing, forces among nations—and there are many—among people themselves there is that fundamental desire for the good life, the happy life, and therefore for an occupation, for a career that will enable each individual to attain his desire. Work, among all life's activities, has the character of universality.

Principles of Vocational Education is a good book for the vocational and general educators who want to see the dignified, proud possibilities of—and defenses for—modern vocational education. And that includes us, doesn't it?

Grades? No, Report of Progress

■ R. C. HADLICH, President
Aaker's School of Business
Grand Forks, North Dakota

Having learned that Aaker's School of Business had originated an unusual and effective “Report of Progress” to replace the standard and ineffective type of ordinary report card, we asked Mr. Hadlich to send us a sample and tell us about it. We quote from his letter:

WE ARE enthusiastic about this way of reporting to parents and to students. The form is the result of a study project

Aaker's School of Business

Grand Forks, North Dakota

REPORT OF PROGRESS

NAME EDITH FORD

ADDRESS Park River, North Dakota

COURSE OF STUDY Secretarial Finishing

DATE January 14, 1949

SCHOLASTIC ACHIEVEMENT

SUBJECT

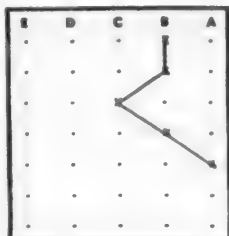
Shorthand

Business English

Typewriting II

Secretarial Training

Vocabulary Building



KEY

- A Superior
- B Above Average
- C Average
- D Fair
- E Slow

COMPLETED SUBJECTS

Secretarial Bookkeeping

8

PERSONAL CHARACTERISTICS

INITIATIVE

QUALITY OF WORK

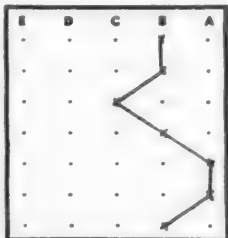
QUANTITY OF WORK

ENTHUSIASM

PUNCTUALITY

COOPERATION

ADAPTABILITY



	E	D	C	B	A
Needs Supervision					
Careless					
Very Low Output					
Indifferent					
Undependable					
Reluctant					
Limited					
Routine Worker					
Inaccurate					
Low Output					
Occasionally Enthusiastic					
Improvement Needed					
Passive					
Slow					
Fairly Progressive					
Passable					
Average Output					
Average					
Occasionally Absent or Late					
Usually Agreeable					
Average					
Resourceful					
Good Quality					
High Output					
Determined					
Seldom Late					
Co-operative					
With Ease					
Marked Ability					
Highest Quality					
Very High Output					
Confident					
Always Punctual					
Co-operative					
Exceptional					

Manager

Calmer Hovland

Please keep this report for future comparison

Here, about one-third reduced, is a reproduction of a sample Report of Progress.

in graduate work at the University of North Dakota. It is based on a great deal of research work. Many firms, both large and small and located all over the United States, were contacted during the study, especially for their suggestions for the "personal characteristics" section [lower half of the card].

I am indebted to three men for help in preparing the Report of Progress form: Dr. Erich Selke and Dr. A. J. Bjork, of the School of Education at the University of North Dakota, and Calmer Hovland [whose signature shows in the illustration], manager of our school.

The reaction of students, parents, and employers to our use of this Report of Progress form has been most favorable.

It appeals to the student because it gives him a definite idea of his progress, not only in subject matter, but also in personal characteristics. This has been

proved, because our students keep files of their reports in order to maintain a record of their progress. That alone would justify our using this reporting form.

Parents approve the form because it gives them not only information about achievement but a pictorial presentation and explanatory key. Parents to whom I have spoken appreciate the amount of work involved in preparing so comprehensive a report on their son or daughter.

Employers, of course, are particularly enthusiastic. The form gives them what they want to know before they employ a graduate. You see, we mail a copy of the report to a prospective employer before he interviews an applicant for a position.

Yes, we are enthusiastic about this report. It is work to prepare it; but the results obtained from its use have been so gratifying that we can recommend our Report of Progress form.

QUESTIONS	SUBJECT MATTER	A CTIVITIES	GOALS	OBJECTIVES
1. What is importance of communication by telephone? Why do we call it a service? What is its function?	<i>Our Business Life</i> , pages 235-254. <i>Elements of General Business</i> , pages 178-183.	<i>Skit: If There Were No Telephones.</i> <i>Report: The extent of communication by telephone.</i> <i>Panel: The kinds of telephone services.</i>	1. To be successful, any business must fulfill satisfactorily a needed service.	1. Understanding of the nature of business enterprise.
2. Who renders service? Who owns the companies? Is their service efficient? Is it capableness to give?	<i>General Business</i> , pages 411-438.	<i>Visit: To the local telephone exchange.</i> <i>Diagram: The routing of a telephone call.</i> <i>Visitor: Your telephone company serves you.</i>	2. Our community is better for having the services of its firms.	2. Understanding of the place of business in community life.
3. Who benefits? Directly? Indirectly? Can everyone use the telephone services? What are the uses of the directory?	<i>Living in the People's World</i> , pages 367-370. <i>Preparing for Business</i> , pages 160-170.	<i>Essay: "Party Line Courtesy."</i> <i>Talk: The housewife uses the telephone directory.</i> <i>Talk: The businessman uses the telephone directory.</i>	3. We are all producers, distributors, and consumers.	3. Understanding of the extent to which we are all dependent upon one another's services.
4. What should consumers know? What are the kinds of telephones? Of what importance is the telephone directory? What is the cost of different services?	<i>How Modern Business Serves Us</i> , pages 14-35. <i>Introduction to Business</i> , pages 44-61.	<i>Chart: List of long-distance rates from our town to important cities in our state and in the United States.</i> <i>Demonstration: Placing person-to-person and station-to-station calls.</i> <i>Visit: Pay station and submit printed directions on how to use it.</i>	4. To make wise and efficient use of business goods and services, we must be informed consumers.	4. Understanding of the advantages and disadvantages of the consumer's position.
5. What vocations are involved? Who works in them? What do they do? What would a telephone operator need to know? Repair- or maintenance man?	<i>Our Daily Contacts with Business</i> , pages 427-469. <i>The Consumer's Economic Life</i> , pages 364-367.	<i>Panel: To be or not to be a telephone operator.</i> <i>Visit: By a committee to employment office of the telephone company to find out: pay, special training, and advancement possibilities of all employees.</i> <i>Report: If he works for the telephone company.</i>	5. A business worker must know where his job fits into the structure of business.	5. Comprehension of the enormous number of vocations in business, and knowledge of the principal duties and functions of the outstanding ones.
6. What personal skills are needed? Do we have them? Do you know how to use the directory? How to operate a dial and manual telephone? What is the importance of good speech?	<i>Sound Film: New Voice for Mr. X. Bell Telephone Company.</i> <i>Sound Film: Voices of Victory, Motion Picture Bureau of YMCA.</i>	<i>Original Skit: The telephone operator listens in (making calls illustrating different kinds of phones and a variety of business and personal situations).</i> <i>Essay: "My Telephone Speech."</i> <i>List: Notice speech of classmates, family, and friends for grammatical errors. Keep list of errors noted and corrections opposite the error.</i>	6. Personal skills (penmanship, arithmetic, spelling, vocabulary, English usages, business techniques, etc.) are essential in getting and advancing in a position and in effectively using the services of business.	6. Improvement in the personal skills (tools) demanded of all business users and workers.
7. What personal traits are needed? Do we have them? Do you speak well and in a courteous manner? Are you patient?	(Note: required background reading will be in whichever text is basic in the course.)	<i>Skit: Miss Uncourteous vs. Miss Courteous.</i> <i>Report: Courtesy means efficiency.</i> <i>Demonstration: Answering the phone and placing calls.</i>	7. Proper personal traits (manners, willingness to work, grooming, participation in group activity, etc.) are essential in getting and advancing in a position.	7. Development of the desirable attitudes and characteristics demanded of all business workers.

Q-SAGO Unit: Telephone Services

■ ALBERT C. FRIES
Northwestern University
Evanston, Illinois

C-DAY—September 18! Sounds like a major military operation! This time, however, it represents a major “change-over” day for several million persons in Chicagoland in their use of the telephone. What change? Well, on September 18 our daily lives were affected because the Illinois Bell Telephone Company found it necessary to alter its system of exchange letters in order to give the kind of service demanded by its customers. This was done by changing the third letter in the exchange to a number—for example, GR^{een}leaf 5907 became GR 5-5907—thus enabling the company to add countless new customers.

Yes, “C-DAY” was a “natural” for introducing the unit on telephone services to the general business class. It is one example of an effective current interest situation the alert teacher can use.

How to Start

Listen! Buzzz-z-z! Yes, it is the telephone in any community playing its vital part to speed up our business transactions and/or our personal affairs. Here you have the key—the telephone plays an important role in daily living. Few can avoid either its use or being affected because others use it. The basis for this unit is student activity. You will have no difficulty in starting a lively, stimulating discussion based on student experiences. Ordering groceries, inviting friends to a party, making an appointment with the dentist—these are everyday incidents, with which almost any student is familiar and which necessitate his use of the telephone. Another point of departure may be, for example, what is happening today. If a telephone strike has occurred (and this has happened), you will certainly be bringing students face to face with reality. Every youngster will have

something to say in such a discussion. A word of caution—it is important that you do more than just read about different kinds of telephones or hear them discussed.

A Glance at the Outline

Your students can “learn by doing” in this unit. Activities galore are possibilities, limited only by the originality, initiative, and enthusiasm of teacher and class. The teacher’s goal and responsibility becomes that of selection and encouragement of student participation to see that it contributes directly to the desired goals of the unit.

Some of these important concepts are: Both the individual and business are dependent upon telephone services in today’s world; our modern civilization requires rapid communication; the telephone brings all communities closer together; the telephone company is a service organization; good telephone manners add much to the effective use of the telephone.

This unit affords unique opportunities to emphasize good speech. Here you have a direct approach possible for stressing speech that is clearly and carefully enunciated. Who would shout or scream or speak in a whisper over the phone? Who would use slang or colloquial expressions constantly?

Some Activities

A suggested activity is to outline the many telephone services, emphasizing that *it takes much more than great quantities of equipment to provide good telephone service*. It also takes great numbers of *people*. For example, if all the people who either work for the Bell Telephone system in Illinois, or have money invested in the telephone business; lived in one locality, they would form a city larger than Peoria. Their city would be the second largest in the state. These people, then—one out of every sixty-three residents in Illinois—have an im-

portant stake in the welfare of the telephone business.

A student committee should be responsible for getting in touch with the local telephone company, which will gladly lend samples of the various types of equipment for class use. Too, this committee can obtain numerous pamphlets, pictures, charts, and similar material from the company. Here is a public utility vitally interested in the educational program in the schools. This committee will demonstrate the sample telephone units. Practice should be given in placing different kinds of calls, in carrying on a conversation, and in receiving calls. These demonstrations will teach students more than will oral discussions carried on for weeks.

Another student group can interview and record actual conversations of a switchboard operator, friends, and business workers. These interviews should be studied and analyzed by this committee and rewritten when that appears desirable.

As a long-time activity for this unit (and one such activity is strongly recommended), your class can write an original skit entitled "The Telephone Operator Listens In." Into this skit may be included actual, real-life illustrations using the different kinds of telephones in a

variety of business and personal situations. This activity becomes a sort of summary project. It would include original conversations of persons placing and receiving calls such as:

- Answering the telephone at home
- Answering the telephone as an employee
- Making a call using a dial telephone
- Speaking correctly into the mouthpiece
- Placing a call at a pay station
- Answering for someone else and taking the message
- Using a party line
- Placing a long distance call

Outcomes

A review of the outline of this unit suggests that the teacher will have an adequate basis to measure the outcomes of this unit. The suggested questions and activities provide the avenues to attain the goals. In the various textbook references may be found specific information to construct formal tests. The significant outcomes of this unit, however, should be in terms of improved use of the telephone, its services, and in a better understanding of the concept that this particular business organization contributes to our standard of living.

Where we have had student participation in the suggested activities, the teacher should be able to determine wherein the individual pupils have made progress toward the desired goals of the unit.

Miss Davis, Certain Opinions, and the Editor's

■ ALAN C. LLOYD, Editor
Business Education World

LAST month the readers of the *Business Education World* met a new and admirable personality: Miss Davis, a business teacher. She appeared in our lead article, "Business Training Affects the Entire School Budget"¹ as a featured actor who believed the statement in the title and used it to solve some problems.

¹ John T. A. Ely, "Business Training Affects the Entire School Budget," February, 1949, *Business Education World*, page 335.

When we received the original manuscript that told about Miss Davis, we were interested in it for three reasons. First, it tells a success story that is the kind our readers like. Secondly, it contains some practical ideas. And, thirdly, we guessed that Miss Davis would stand out from the pages as a personality, as a real person, as a real teacher; and that her actions in solving her problem would stimulate reaction and discussion.

Remember the story? In case the formidable title of the article led you to

pass it by last month, let us give here a brief synopsis. Miss Davis teaches in Madisonville High School, U.S.A. She was a lone business teacher in a school of about five hundred students and, with normal conscientiousness, conducted her heavy schedule of six classes plus a school paper.

When the daughter of a school-board member took the business course and then failed on her first attempt to use her Madisonville training (a new version of the "why was my son not admitted to college?" story so familiar to our academic colleagues), the girl's father and his friends on the school board took for the first time a bona fide interest in the business department. Encouraged by that interest, Miss Davis spoke her mind, won support, and started a chain of improvements that resulted in her getting some assistance (from academic teachers who had business-education minors), building staunch community allegiance, and obtaining the equipment and material she needed to make her program truly vocational.

It is an interesting authentic story. Reading between the lines and studying the action taken, one gets a picture of Miss Davis: she is late-twenty-ish, aggressive, and bright. She is selfish—for her students; she "goes to bat" for their program. She is the educator many of us would like to be.

BEFORE introducing Miss Davis to you, however, we invited a group of outstanding business-education leaders to comment about Miss Davis and the things she did. "Does this article have professional merit?" we asked.

Some were dubious about the actions Miss Davis took, but all were enthusiastic in their interest; so, we were encouraged to put the spotlight on Miss Davis.

Said Dr. J Marshall Hanna, Ohio State University:

Something like this happens annually in a good many schools; but it generally happens in the college-preparatory program because the son or the daughter of some influential citizen

failed or couldn't gain entrance to the college of his choice. It would interest your readers to know that things like this do happen—yes, to business teachers.

The article gives us a little insight into another way of getting the things we need for our program improvements: interesting influential citizens. Too, Miss Davis's use of the advisory committee is a potent aid, and more teachers should know how to make use of it.

Said Dr. Harry Huffman, University of Oklahoma:

A teacher I know is in a school where all the typewriters in her department were stolen a week or two ago. Insurance enabled the school to replace some of the machines. My young friend overheard her superintendent and principal discussing the kind they were going to buy. She was the typing teacher, but her advice had not been asked. She dared only to speak up and ask, *please*, could she have some elite typewriters?

I should like to have her know about Miss Davis. I should like school administrators to know about Miss Davis.

I hope you publish the article and make reprints available for the use of teachers who need help in putting across program changes, and I hope you will give permission for teachers to quote from it freely.

(Aside to Doctor Huffman and those who concur with him: the reprints are available to all who ask—just send us a stamped, addressed envelope with your request; and, certainly, anyone may quote from the article.)

Miss Eugenia Moseley, George Peabody College for Teachers, Nashville:

Certainly Miss Davis's problem is real enough, but her solution is fantastic. I read the manuscript to two graduate students who teach in small towns similar to Madisonville. Without explaining my reason, I asked them for their reactions to the story.

"Things like that don't happen in small-town high schools," they said, almost simultaneously. I thought you would be interested in their reaction, too.

In a very long and detailed letter, Harold J. Jones, Thomas Jefferson High School, Council Bluffs, Iowa, concurred with Miss Moseley. He liked the article, said it was interesting, *but*:

Shouldn't Miss Davis have had enough initiative to get carbon paper for her class long before the daughter (of the school-board member) failed? Would more equipment in the school have helped the girl pass a *transcription* test?

... I would like to have learned more ex-

actly how Miss Davis and her advisory committee worked, what plans they investigated with such presumably great success.

... Business teachers might debate whether or not teachers with *minors* in business education are wanted in the department. They might be welcome to alleviate conditions; but some businessmen contend that even teachers who *majoed* in business education in college are not turning out good business graduates from our schools.

(In defense of the author of the article, we should explain that he made no claim that the availability of duplicating, calculating, and other business machines would improve transcription. The girl's failure simply epitomized the absence of *every* training aid. Mr. Jones continues:)

... yet it (the article) does give a picture of things that do happen. I have a Rexograph that was put in our laboratory when it would not produce good copies in the main office. I also have a Mimeograph that was given to us when a new one was purchased for the school office. Of course, teaching students on such equipment does at least make them resourceful!

... also raises the question whether we want to be obligated to the P.T.A., the service clubs, and the student organizations for our equipment.

Said Dr. Kenneth J. Hansen, Colorado State College of Education at Greeley:

I think the article has great merit. Even though it is unlikely that other schools will be able to approach the problem via the daughter of the most influential man in the town, I think the important thing about the article is the concrete suggestions that it offers.

Some of the suggestions may be idealistic, to some extent. Still, this is the kind of material we need. It seems to follow the healthy pattern of *Education for All American Youth*. I hope you publish the contribution.

Said Dr. Russell J. Hosler, University of Wisconsin:

I enjoyed reading the article very much. I think there are many worth-while suggestions that might help solve the equipment problem in the small high school.

I do have one criticism, and that is the reference to the drop-head typing desks. I am definitely opposed to this kind of a desk, either for typewriting instruction or for office use, since it is impossible to adjust such a desk so that typewriters are at the correct heights for different students. Except for this item, I am in agreement with the suggestions of the article.

Dr. Parker Liles, supervisor of Business Education in Atlanta and editor of

Modern Business Education, made this comment:

The small high school is one of the most neglected areas of business education from the standpoint of equipment and curriculum. In large cities, it is often possible to make use of the local Chapter of the National Office Management Association, but this cannot be done in small towns. I think Miss Davis's use of an advisory committee is an excellent way to elicit the interest and support of businessmen.

But I am wondering if we know what business equipment other than typewriters is needed in the small high school. Would it not be wise first to determine what vocational business machine training should be given in the small high school?

The President of the State Teachers College at Bloomsburg, Pennsylvania, Harvey A. Andruss, said:

I think that articles of this sort should appear in magazines other than those for teachers. Couldn't this be published in a magazine for laymen or school administrators?

On the other hand, I believe that Miss Davis has found a good answer to the problems of the so-called "one teacher department." By all means, publish the article.

Dr. Thelma Potter Boynton, formerly with Teachers College, Columbia University, contributed:

It would be good if more examples of similar changes effected by the action of a lone teacher could be published. There are a great number of teachers, I have discovered, who are "resting on their oars" simply because they have found it easy to believe that "it can't be done in my school," and because they dread going to bat with an administrator for what they believe should be done.

It is to be hoped, however, that the action is not always forced by a situation such as the one in Madisonville. There are ways and means of helping an administration and community without waiting for an "explosion."

We educators spend a great deal of time thinking up new ideas for business education and do very little about instructing teachers on the political techniques for getting those ideas recognized and put into operation. Why don't you have some articles done in this area?

BECAUSE of the general indorsement, "Business Training Affects the Entire School Budget" made its appearance. It has since caused much comment. In the few days between publication of last month's issue and the time when this was written, many letters have come to the editor. They came from teachers, from equipment manufacturers and salesman,

and from school administrators; and most of the letters begin, "If I were Miss Davis . . ."

Beginning next month, we are going to publish some of those contributions. If you have not already written us and care to do so, by all means send us your suggestions. Don't take time and space to point out what Miss Davis did poorly or ill-advisedly; the preceding quotations indicate those aspects pretty well. Just write good or better ideas for solving Miss Davis's problems—for, after all, her problems are the ones that are universal among one-business-teacher schools. Just address your contribution to the editor and start it simply with "If I were Miss Davis . . ."

But, before someone beats us to the punch, let us start with these comments.

IF I WERE Miss Davis and faced today the problems she faced before the "explosion" created a dent in the academic wall about her school's budget, I would plan a long-range attack on four aspects of those problems:

1. Determining what I need for my department.
2. Determining where I can obtain what I need.
3. Determining how I would use what I might get.
4. Determining how I can pay for what I want and can use—that is, determining how I can get the support I need for my vocational business-education program.

I would not establish a cut-and-dried system of steps for these four determinations, for they will have to be investigated almost simultaneously. I know that I have to be winning support at the same time that I am measuring needs—by asking businessmen what training my graduates lack, I win their support in my program to provide the training future graduates need. Each time I visit the office of an equipment manufacturer to determine the price of various models of each kind of equipment, I can obtain from the manager of that office not only instructional aids and sources of more aids but also information about the way that other

schools give instruction in the equipment.

But, although I could not separate into neatly outlined steps the priority of each of the four determinations, I certainly *would* outline the priorities for actions that result from my investigations.

As soon as I determined the needs of my department, I would classify the materials and equipment needed in several categories, as "urgent," "important," "later," and "someday"; and, under each category, I would enumerate the actual items in the order of their relative importance so that I could speak up without hesitation the first time someone asked, "Now, as a starter . . ."

For each of those items, too, I'd build a full catalogue of information about prices and models and addresses of offices so that the moment someone offered "a starter" I could get delivery. Furthermore, I would collect during my visits and through my reading a full file of information about various plans of instruction (apprentice, rotation, self-instruction, office laboratory, and so on) and plans for both classroom and extracurricular uses for the materials and equipment. Having collected these guiding suggestions, I would build a list of priority for using them as my materials accrue. I would then be ready to make instant, complete, and valuable use of each new thing I obtained.

I would arrange priorities in the fourth area (winning support), too. I would make a list of every person in school and out of school and of every group (again, both in and out of school) to whom the enrichment of my program could be important in any way. Having compiled the list, I'd rearrange it into a sequence of priorities of "friends to win over" so that I could constantly work on my department's program of public relations—and, needless to say, I'd build a full list of priority activities to help win those friends. Those activities might range from having students take part in a commercial contest to my making speeches to the Rotary Club; but I'd have

those activities listed in the sequence in which they would contribute most.

But, even planning in a general way, such things as the foregoing, I would want help and suggestions from experienced campaigners in this matter. I'd like to know what procedures they used to solve the problems in those four areas of things to be determined. I'd like to

know, too, what priorities they established for action in each area. So, if I were Miss Davis, I'd write to the editor of the *Business Education World* and ask him to ask the thousands of "old campaigners" among his magazine's readers what they would do if they were I.

What would *you* do, if *you* were Miss Davis?

Correspondence Between 1884 and 1900

The Business Letter of Bygone Years—VII

■ **CARL NAETHER**
University of Southern California

SOME important aspects of commercial correspondence not covered in the books so far discussed are explained in John Locke's *The Art of Correspondence*, published in 1884 in Boston by DeWolfe, Fiske and Company.

Enter: Return Cards

For the first time we find the return-card mentioned: "It is customary for business envelopes to have the card of the firm or individual printed on the upper left-hand corner, with the words, 'If not called for in 10 days, return to:.' This may also be written on any letter."

The model letters in this book are prefaced with brief instructional notes. We learn that letters of introduction are usually presented personally. "If it is an introduction to a business man, it should be sent out with a card to the counting room. The character of the letter should be mentioned in the lower left-hand corner of the envelope, as 'Introducing Mr. James A. Lloyd from Lewiston, Me.'" Letters of application should be written "with especial care, for the manner in which they are worded will in great measure determine the applicant's character and ability." For order letters, the principal requirement is clearness: "Be sure you know what you want, what it is called, or how to describe it.

And write each item plainly. Also state how you wish the goods sent."

The language of the specimen letters is direct and free from long, formal phrases; their tone is businesslike. No longer do we find the old closing phrase "Your humble, obedient servant" in business letters, but simply "Truly yours" or "Respectfully yours." All in all, John Locke has furnished the readers of his book with helpful and useful suggestions for better business letter-writing.

Enter: Typed Letters

Two kinds of business letters: personal—"written by merchants, manufacturers, lawyers, bankers, and others as individuals or as firms in connection with their trade or occupation"; and official—"letters addressed to the executives or heads of departments of a national, state, or municipal government; letters of army and navy officers, etc.," are recognized in *How to Write Letters: A Manual of Correspondence*. Written by J. Willis Westlake, professor of English Literature in the State Normal School of Millersville, Pennsylvania, this scholarly 264-page text stresses effective composition, punctuation, and various formal aspects.

How to Write Letters is the first book here analyzed to mention typewritten letters: "During the last few years (prior to 1886) the type-writing machine has been much used, especially by business and professional men Most of the

instructions given in this book apply to type-written as well as to pen-written letters; but, owing to the greater condensation of the former, it is necessary to give a few special directions."

Printed letter-heads are also mentioned for the first time: "For type-written letters, printed letter-heads are generally used, with a blank line for the date. The usual size of paper for letter-heads is 8 x 11 inches."

Professor Westlake warns against the use of such jargon as "Yours of the 10th received, and in reply will state," and similar clichés so commonly found in business letters at that time. "The best business letters," he adds, "are models of accurate and even elegant, though unadorned, English."

Enter: The Enclosure

Detailed reference to the use of enclosures appears in *Business and Social Correspondence*, a revised text by L. L. Williams and F. E. Rogers, published in 1889 by The American Book Company. The book states that "letters containing an inclosure should explain what the inclosure is, and the inclosure should be folded within the letter." Apparently no clips were used at that time for attaching enclosures to letter sheets.

This is a typical textbook with brief statements of principles, specimen letters, and exercises. One of its more interesting sections is entitled "Perplexing Business Letters." It deals with "Dunning Letters and Letters of Censure."

Concerning the dunning letter the authors say that "such a letter, to be perfect in its wording, must not only obtain the money due, but accomplish this, if possible, without offending the delinquent debtor,"—which statement is in strict accord with modern collection letter practice.

Letters of censure, we are informed, "should never be written without abundant provocation and unless they are likely to accomplish some desirable purpose."

Emphasizing important changes in the practice of business writing, Cora E.

Burbank's *Business Correspondence; or The Stenographer's Guide* (1893) comments: "The quill pen and the horn bottle have given way to the tireless ticking of the typewriter and the slow writing of one's own letters by hand is done away with, and the voice of the dictator is heard in the land As a natural consequence we have now stenographers or corresponding clerks whose duties are to take from dictation, usually in shorthand, the letters of employers, and transcribe them upon the typewriter or in longhand."

For the first time we get special instructions for the heading of the second page of a business letter: "When a letter occupies more than one sheet, a blank sheet of the same size and quality should be used, and the initials of the person addressed, and the words 'No. 2' written in the upper left-hand corner To indicate enclosures, the word 'inclosure' is written in the lower left-hand corner of the letter to provide against forgetting it."

Enter: Standardize Indentations

An innovation over the old style, by which the first paragraph proper began on the same line with, and immediately after, the opening salutation, is offered in the rule that "all paragraphs should begin at a uniform distance from the beginning of the line, indenting to No. 10, or even to No. 15, on the scale."

Referred to for the first time also are initials or words written to give various items of information and appearing in the lower left-hand corner of the letter, flush with the left margin, and several spaces below the signature.

Moreover, for the first time mention is made of single and double spacing: "Short letters on a large sheet are best double-spaced and long letters, single-spaced. Center letter on the sheet" (implying, perhaps, the use of a right as well as a left margin) ". . . make no paragraphs in very short letters"

Copies of important letters were kept in the 1890's in a book of tissue paper—the letter-copy book. "This was done by

moistening the tissue paper with a sponge or brush. Then the letter was placed in the book, with the wet tissue leaf over the printing. Before the wet leaf and after the letter, blotters or oiled cardboard was inserted. The closed book was then placed in the letter-press and pressure was applied for a short time. Thus an impression or copy of the letter was transferred to the back of the tissue—easily visible from the frontside."

Given for the first time in any book of this sort is the warning against the frequent use of "I" and "we," and the change from the one to the other in the same letter—which suggestion agrees with modern practice.

Enter: Influence of Typewriters

Without exaggeration we may say that the business letter assumed modern form and improved style in the United States in 1893—improvements closely allied with the use of the typewriter. Thus double-spacing, the use of the right (in addition to the left) margin, a consistent indentation of *all* paragraphs and of the various mechanical parts of the letter—all these features added neatness and legibility, setting the business letter apart from the social letter, of which, in both form and composition, it had been a near facsimile for many years.

Business Correspondence; or The Stenographer's Guide is, as we have seen, a progressive book, and a very helpful one. It furnishes specific and business-like information on many phases of business letter writing.

Enter: Courtesy in Dunning

In *English Correspondence*, by W. W. Earnest, revised by H. M. Rowe, and published in 1898, we are offered timely advice regarding collection (and other) letters: "Be courteous in requests for payment. Even though your debt is due, probably long past due, it will generally be a mistake to be ungracious in the wording of such a request If the customer is a good one, you cannot afford

Oldtown, Maine, June 20, 1900.

Mr. Adam Swanson,
Bracerville, N. H.

Dear Sir:

We find that you are indebted to us, on an account which was due over a year ago, to the amount of Thirty-five Dollars and Seventy-five Cents (\$35.75). We are in need of cash and hope that you will be able to pay in full at once; if you cannot settle in full, kindly pay us whatever part you can. In any case, please let us know what you can do in the matter and it is probable that we can help you arrange it in some satisfactory way.

Thanking you for your past favors in trade, and hoping for a continuance of the same, we remain,

Yours with esteem,
SOUTH & WHITE.

to offend him A debtor who is unwilling to pay, though able, can be reached better by legal means of collection than by scolding." Some of these ideas are applied in the following request for payment.

Quite in line with present-day practices of writing sales letters are the suggestions in the section on circular letters: "Such letters should be written in the style that would be used in writing to single persons." If the letter is typewritten, "then each copy should be written separately."

"The length of a circular letter depends upon the people addressed . . . if they probably receive many letters, make your letter as short and clear as possible. If it is probable that the persons addressed rarely get letters, it may be well to write a somewhat lengthy letter in an attractive style. In any case, if an answer is desired, make it as easy as possible for it to be given by enclosing a stamped, self-addressed envelope."

Following the discussion of types of business letters, *English Correspondence* offers numerous exercises, thus providing, with the statements of principles and the examples of types of letters, a handy and comprehensive text.

(To be concluded next month)

Looking in on Shorthand Teachers

■ **WILLIAM C. WHITE**
Western Pennsylvania Representative
Gregg Publishing Company

I'M A BOOKMAN. I represent Gregg. In the course of a year I visit a great many schools and see many shorthand lessons taught—by invitation only, of course. And I am writing this to the editor and the readers of the *B.E.W.* to tell him and them that the folks who write magazine articles criticizing shorthand teachers ought to come out here to western Pennsylvania and see what “my” teachers are doing. They’re *real* shorthand teachers!

I’ve visited classes in big schools and small schools, public schools and private schools, new schools and old schools. I’ve watched young teachers in their first weeks of teaching and older teachers in their last proud year of teaching. I’ve observed tall men and short men, laughing girls and stern women. A publisher’s representative enjoys the hospitality of many schools and many teachers, you see. And in 99 per cent of the places I have visited, I have seen shorthand taught with a verve, enthusiasm, and modernity that are in sharp contrast with the cynicism that is so often reflected in our business-education literature.

Do my “constituents” like shorthand? You bet they do. You can tell that by the way they tie their humor to it. Every time I crack the old joke, “I married a shorthand teacher. I am a shorthand teacher. Now we have three brief forms,” I can count on my host to crack right back, “Personally, I married a special character, and we have two blends.” The bulletin boards are bright with cartoons that feature some point of stenographic humor. Teachers frequently lead the laughter when a student makes a ludicrous error in reading back after dictation. Shorthand is bread and butter to many of my teachers and their students,

but it is their daily fun, too.

Pennsylvania shorthand teachers are hard workers. They do nearly all the things that the experts say they should. They use the blackboard a lot, for example, many rooms that I visit have beautiful shorthand on the blackboards. It is not rare to step into a teacher’s room after school has been dismissed and find the teacher solemnly practicing line after line of shorthand, striving for smooth fluency, the right “tapered endings” to final strokes, perfect proportion. Most shorthand classrooms have ruled lines on the blackboards, as a guide to teachers; and more than half of them, as I recall, have colored chalk in the chalk ledges.

Students work harder than you’d believe by reading the literature, too. Reading back after dictation is standard practice, and the classes I’ve visited have been marked by many kinds of reading-back games. Homework assignments are done no better nor worse than assignments in other courses; but in some schools even the homework serves as the basis of intricate games that puzzle a chance observer but nevertheless arouse excited participation and challenge among the students. The “pyramid speed-building plan” seems nearly universal (you know, top speed for half a minute, slightly slower for a full minute, and so on). Judging from the displays of *Gregg Writer* achievement certificates and honor rolls on classroom and corridor bulletin boards, more students than ever are getting the kind of training that wins awards and recognition—or else Pennsylvania is winning more than its quota of honors.

Either my shorthand teachers are unusually ingenious or they are right up-to-the-minute with the best “how to do it” literature. We’ve all read about motivating drills—on the brief-form charts, for example; but I’ve seen brief-form activities that are years ahead of the editors. I’ve seen dime-store window blinds converted into big brief-form charts for class drills, not in one school but in scores. I’ve

even seen old maps (you know how outdated the maps of Europe are these days!) that have been reversed and had phrase charts or brief-form charts drawn in crayon on the smooth linen backing side. I've seen huge 5- by 8-foot charts of brief forms mounted on side walls; lantern slides of brief forms; high-speed flash projectors (like the ones we used for plane-recognition drills in the Navy) that "shoot" the outlines on a screen for a fraction of a second; dozens and dozens of "flash cards" for special drill; even a roulette wheel with brief forms instead of numbers!

You can hardly mention a popular game for which my teachers have not found a shorthand counterpart. Spelling bee? Old stuff; they use "Hard-Word" shorthand bees. Bingo? Shorthand Bingo; Crossword puzzles? Shorthand crossword puzzles of a dozen different kinds—every newspaper put out by business students features one, you may be sure. Cards? You bet; but when it is your turn to "play a card," it means you are calling a word that you think you and your partner can write in perfect Gregg but your opponents may make an error on; or it means that you are writing a shorthand form you are certain is perfect (you've probably found it in the hardest part of the shorthand dictionary) and that your opponents won't identify correctly. But you don't see many of these games in Pennsylvania classes; you find them in club meetings, instead.

You have merely to step into the rooms of my shorthand teachers to sense the rich enthusiasm they and their students feel for shorthand.

IHAD expected, after I first sensed the general enthusiasm of the shorthand teachers in my bailiwick, to find a lot of experimenting going on. True, I do find some. Teachers jiggle their daily lesson plans; some make the mistake (as I see it) of introducing pencil-in-the-mouth-like-a-cigar "office style" dictation before the theory is completed; some forget that the books are built to be cumulative, and

so lessons don't need to be done over; and some try various devices to develop "retention," like dictating longer and longer sentences that the student cannot write until he gets the teacher's go-ahead signal, which is probably a tap of a pencil on a desk top.

But I have been surprised at the "orthodoxy" by which most of my teachers put across their shorthand. Most of them really use the lesson plans in the teacher's manual. ("It's like a bride's cookbook, if you ask me," said one of my favorite school hostesses.) The ones who are getting the best results are using much extra reading material, just as outstanding teachers have been doing for a long time. These same ones, you can almost bet on it, are requiring students to keep shorthand diaries, too, and to turn in notes taken in shorthand in other classes—just as the literature of the 1920's was recommending. Most of them (but not all of them) require a lot of shorthand writing from the outset; the results achieved by teachers seem in higher correlation with their respective degrees of enthusiasm than with their particular methods of approach.

Now that's the picture of shorthand teaching in western Pennsylvania. It's good shorthand teaching. It's the kind of shorthand teaching—and learning—that teachers and students can be equally proud of. It's the kind of shorthand teaching that refutes the critics.

I don't know how to account for the enthusiasm and ingenuity and very real competency I encounter as I drive around from school to school; it could be that Pennsylvania's fine teacher-training institutions—and we have some cracker-jack training centers, believe me—are doing a superb job that hasn't been generally recognized.

But whatever the cause, this much is true: some critics of shorthand have been selling us short. I'd like to pack a load of them in the back of my car and bring them out here where teachers know how to teach shorthand. In western Pennsylvania.

The BUSINESS EDUCATION World

TEACHERS'

SERVICE DEPARTMENT

Do Your Pupils Need a Challenge?

■ MARGARET FORCHT ROWE
Howe High School
Indianapolis, Indiana

ARE your pupils trying to settle for lower standards of achievement than businessmen are now demanding?

The employment demands are slowly but surely changing. Employers are now stating with exactness what skills they are seeking, what work they intend to have done, what type of person they will hire. They are sifting the wheat from the chaff. This process is slow, but it is in operation.

If your pupils realize this and if they have high standards in mind, then you'll want to challenge their interest by making use of the following projects.

FIRST, the WWT

Make it a *must* in your transcription work! You may duplicate copies if you wish, or send for reprints from the B.E.W. at 3 cents each. (Page 434)

Each pupil should locate as many errors as he can, without knowing how many there are. He should place a small check mark directly on each error (some words may contain more than one mistake).

After about ten minutes, have the pupils exchange papers. As you read the key (page 445), have them circle *the detected errors that you enumerate*. Pupils get no credit for check marks not indicated in the key. The number of correctly detected errors, the pupil's name, and the school name and address should be written at the bottom of each paper.

To obtain a Junior certificate this month, you must detect 57 errors; for a Senior certificate, 66 errors; and for a Superior certificate, 74 errors.

Mail the eligible papers, along with a covering letter giving the school name and address, the names of the pupils and the pupil scores, to the Awards Editor, the BUSINESS EDUCATION WORLD, 270 Madison Avenue, New York 16, New York. For each paper that is to be certified, send 10 cents or a B.E.W. stamp¹ to cover in part the cost of examination, printing, and mailing.

SECOND, the TP²

Step 1. Duplicate, write on the board, or dictate the following information for the students:

To: Students in (Course Designation)
From: (Instructor's name)
Subject: Special Transcription Project

Assume that you work for A. L. Beaty, buyer for Copesticks (women's ready-to-wear), 468 Division Street, Ft. Wayne, Indiana. R. K. Boen is the manager of the Coat Department at Copesticks, and P. B. Cohen is a sales representative from New Fashions, Inc., 4468 Noble Street, St. Louis, Missouri.

Mr. Beaty has received the following letter from Mrs. Harold R. Brooks, R. R. 2, Plymouth, Indiana, a customer:

"About 4 months ago I purchased a black winter coat at your store. It cost \$89.

¹ Special B.E.W. stamps, each worth 10 cents, may be purchased in advance in any quantity for use as needed in any B.E.W. project, thus making it unnecessary to issue a check or purchase a money order each time a set of papers is sent. Canadian teachers may order these stamps through The Gregg Publishing Company, 30 Bloor Street, West, Toronto 5.

² Three certificates are available; so you can work out a continuing plan for motivating your classes. The Junior Certificate of Transcription Proficiency is awarded to those who transcribe the entire project at a minimum rate of 10 words a minute; the Senior certificate, at a minimum rate of 15 words a minute; and the Superior certificate, at a minimum rate of 25 words a minute. The total number of words in the project (507 this month) divided by the exact number of minutes required for the transcription, including time for assembling papers, carbons, and so on, gives the rate. These rates are harder to achieve than one would expect, and the certificates certify genuine skill.

TRU-STANDARD PUBLISHING CO.

2146 East Pennsylvania Street
Chicago 6, Illinois

Mar. 5, 1948.

Employment Director
Morton Howell Highschool
Elgen, 2 Illinois.

Dear Mr. Howell:

It is early we know, to solict you aid in securin employs from your June Graduating class. However, we have learnd from previous experience that though your class are small, they are well-trained. We are therefor eneumerating our requirments at that time in the hope that, our name will be at top of the list, for inter-viewing.

As you know our organization is large, and can well afford to offer encentives for regular attendance for initative, for unusable ability. Our begining salaries are attractive; our bonus system are liberal; genereous allowance are made for sick-leave and, aftr a suitable time for retirment. Advances are made accordingly to ability!

We have openings for stenographers, bookeepers, typests, and file-clerk (several in each catagory.) There are also need for several unskilled works, in the commercial offices

The Personal Office is locate just inside the Pennsylvaina Street door, to the left. Office ours, say on Week-days only, is from 8:30 a.m. until 4:30 p.m.

If you cared formore particulars, regarding the job openings, please call him at Main 3489.

Sincerly yours,

Claud E. Swan
Personal Co-Ordinator

CSE:mf

You and your students will enjoy this month's WWT. You may duplicate copies for classroom use or obtain reprints from the B.E.W. at 3 cents each.

"Par" for a "junior" certificate is 56 errors found; for a "senior" certificate, 64; for a "superior" certificate, 72. The key is given on page 445.

"At the time I was assured that this coat was made of quality materials and would give good service. However, this must not be so! I have noticed for some time now that the nap is wearing on the sleeves and the front of the coat—it rolls up and leaves the material almost threadbare.

"Will you be able to replace this coat with another of good quality if I should make the trip to Ft. Wayne a week from Saturday? I don't like having to make explanations to my neighbors regarding the shabbiness of my coat."

Mr. Beaty calls you in to take dictation. He dictates two letters, one interoffice memorandum, and one "follow-up" item. You are to type the memorandum in a form similar to this memorandum to you, and to type the follow-up on a 3-by-5 card. You will not have to type envelopes at all.

You will need these supplies: (1) two letterheads; (2) three file-copy sheets; (3) two carbon-copy sheets; (4) two sheets of carbon paper; (5) one memo letterhead; (6) one 3-by-5 card or paper cut to that size; and (7) one plain white paper for copy of customer's letter.

As Mr. Beaty dictates to you, he changes his wording from time to time; you are to be sure that your transcript is exactly as he wants it. Mr. Beaty sometimes makes a grammatical slip, too; and he expects you to correct any such error when you transcribe his material.

Step 2. After checking that the students have the supplies enumerated above and that they understand the instructions, dictate the following material. You may dictate at any rate you wish, but the dictation should be at a pace near that observed in other dictation that you have recently been giving the students; this test is one of transcription, you see, not of shorthand-recording skill. Indicate the changes by your voice inflection—not always are the changes indicated by such expressions as "Change that" or "No."

[Note: In this copy, the italicized portions indicate words that you say but that the students do not transcribe. When correcting the transcripts later, you need only read the nonitalicized portion. You should dictate every word given here.—Editor]

Take a letter to Mrs. Harold R. Brooks. Carbon for Boen. We were are very sorry to learn that you are having difficulty with the nap wearing from the sleeves and the front of your new coat. With average care this should not be! *Paragraph.* Do you think—omit that. Have you a purse which has a metal frame or which carries a metal initial which could be causing this? Uh—cut that out. *Paragraph.* Do you carry a purse with a metal frame or a metal initial which could be causing this? Perhaps (quote) wear (unquote) from such a source has not occurred to you. Then, too, an unusual amount of carrying of bulky parcels or baskets of produce—no—or similar bundles

might bring this about. *Paragraph.* The price line—omit that. A coat from our \$89 price line—no—this. We rarely have a complaint on the wearing quality of our coats; and usually we can locate the source of unusual wear which the customer has not thought of—cut out that last clause—but, when we do, an unusual source of wear is usually found to be the cause. Change "unusual source" to "uncommon source." *Paragraph.* If you are to be in town a week from Saturday and if you have not at that time—no, make it read. It is, of course, difficult to analyze precisely the source of trouble without seeing the coat. If you are still dissatisfied, won't you please come in and talk to the Manager of our Coat Department? Sincerely yours,

This is a letter to Cohen of New Fashions. Make a carbon for Boen. On our last buying trip, we purchased from you a quantity of coats, among them Style L759. *Paragraph.* We have today received our second complaint of the same type—that the nap on these coats is wearing on the sleeves and on the front. *Paragraph.* While there may be some merit in our argument that uncommon usage is causing the wear, you will agree that for \$89 a customer should get more than 4 months' service. *Paragraph.* To enable us—no. This style is our sole complaint—change that—is the only one on which we have received complaints. To maintain proper—no—friendly business relations, would you be willing to replace—no—to reimburse us for the cost of the coats if we were to ship the damaged merchandise back to you? *Paragraph.* We should appreciate a prompt reply as this matter must be settled with an important customer within two weeks—change that—ten days. Very truly yours,

Now a memo to Boen. Attached is copy of letter from Mrs. Harold,* together with carbons of my letters to her and to the manufacturer. *Paragraph.* Mrs. Harold* is one of our best customers. When If she should come in, I suggest we replace the coat. *Paragraph.* Perhaps—say, uh—that's all.

Make a follow-up card for Cohen's letter to be called to my attention 10 days from now. Include this statement. Reimbursement for coat style L795.** See letter dated—whatever it is.

Step 3. Without giving the students any assistance, time their transcription. As each student completes his transcripts—the two letters, one interoffice memo, one copy of letter, and card—tell him how many minutes he has taken and direct him to write the number of minutes on the reverse of the card.

Step 4. When all students have completed the test, correct the papers by reading the nonitalicized type given in the test.

Step 5. Select all the sets of transcripts that are completely mailable (no misspellings, untidy erasures, uncorrected typo-

* Mrs. Brooks.

** Style L759.

graphical errors, serious deviation in wording, or poor placement) and send them to the **BUSINESS EDUCATION WORLD**, Teachers Service Department, 270 Madison Avenue, New York 16, for certification. Staple the pages of each set of transcripts (originals only) together, with the card on top, in reverse. Show the student's name, rate, certificate he has earned, and name and address of the school on the card. With the packet of transcripts (please, not less than five sets) send also 10 cents by money order, school check, or B.E.W. stamps for each student's set of transcripts, to cover in part the cost of printing, mailing, and judging; and a covering letter that summarizes the

names of the participants and the speeds of their transcription.

Step 6. Stand by for celebration! Within a few days you will receive the appropriate certificate for each student whose work has met the standards enumerated above—and what a proud, exciting day that will be!

Last Reminder. There is no dead line for submitting the transcripts. You may use the projects any time this school year, provided only that the material is new to the students at the time you dictate it. And remember, send us only the original copies—no carbon copies or notes. Use first-class mail or express in shipping the papers.

The Journals of Penelope Prim

Contest Closes
April 8

■ **MILTON BRIGGS**
Senior High School
New Bedford, Massachusetts

LAST month, the B.E.W. published its twelfth annual International Bookkeeping Contest problem. Thousands of papers are still pouring in to contest headquarters at 270 Madison Avenue, New York City. You still have time to enter your students in this worth-while competition. The dead line for entries is midnight, March 18. To be eligible for group and individual awards

and prizes, your students' papers must be postmarked before that time. Prize winners will be announced in June. See the February issue of the B.E.W. for complete details.

Here and now we present the March *monthly* bookkeeping contest. This is the sixth in our 1948-1949 series of monthly contests. There will be another problem in the April issue of the B.E.W., and the last in the current series will appear in May. Your students will find these contests a welcome change from the usual textbook

The Business Education World

1. **AWARDS.** First prize in each division, \$3; second prize, \$2; honorable mention, a Scholastic Achievement Certificate suitable for framing; every satisfactory solution, the appropriate Junior, Senior, or Superior two-color Certificate of Achievement.

2. **CLOSING DATE.** Second Friday of month following publication (example: second Friday in April for March contest).

3. **MAILING.** Send solutions (not less than five) via express or first-class mail to the B.E.W. Awards Department, 270 Madison Avenue, New York 16, New York.

4. **IDENTIFICATION.** Identify each paper with the student's name, name of school, address of school, and teacher's name in full in the upper right-hand corner. Send

Rules for Monthly Bookkeeping Contests

a typed list in duplicate of the names of students whose papers are submitted. Place *A* after name if Junior Certificate is to be awarded, *B* to indicate a Senior Certificate, and *C* to indicate a Superior Certificate.

5. **FEE.** Remit 10 cents for each paper, to cover in part the costs of examination, printing, and mailing.

6. **JUDGES.** Milton Briggs, Claudia Garvey.

7. **O.B.E. CHARTER.** A charter for a chapter of the Order of Business Efficiency will be issued on request to a school when ten or more students have won senior B.E.W. certificates.

8. **NOTE:** Special rules apply to the annual (February) International Contest.

routine, and all students have an opportunity to earn certificates of achievement and cash prizes for their work.

General Instructions

Please read the following introductory paragraphs to your students: Penelope Prim is the proprietor of the College Campus Clothes Shop. The records of her business transactions are kept in five books of original entry:

1. A Purchases Journal, used for a record of purchases of *merchandise only* on account.

2. A Sales Journal, used for a record of sales of merchandise *on account*.

3. A Cash Receipts Journal, used for a record of any transaction that involves the receipt of money (checks).

4. A Cash Payments Journal, used for a record of any transaction that involves the payment of money (checks).

5. A General Journal, used for a record of any transaction that does not fit into either of the first four books.

In this contest, assume that you are serving as bookkeeper for the Campus Clothes Shop. The following transactions are selected from those that occurred recently in this business. Your problem is to determine in which of the five books of original entry you would record each of these transactions.

(TEACHERS: Please have the transactions written on the blackboard, dictate them to your students, or duplicate the transactions in order that each student may have a copy.)

Directions for Students

Assignment A. To earn a Junior Certificate of Achievement: Rule a form like the one illustrated, and copy onto it transactions 1 through 10 inclusive. Use white paper 8½ by 11, and pen and ink. Opposite each transaction, under the proper heading, indicate by a check mark (✓) the name of the book of original entry in which you would record the transaction.

Assignment B. To earn a Senior Certificate of Achievement: Follow instructions for the Junior Certificate, *except* use transactions 11 through 25 inclusive.

Assignment C. To earn a Superior Certificate of Achievement: Follow instructions for the Junior Certificate, *except* use all transactions—1 through 25 inclusive.

College Campus Clothes Shop

No.	THE SELECTED TRANSACTIONS	PJ	SJ	CRI	CPI	GJ
1	Miss Prim made an additional cash investment.			✓		
2	Received a money order from a customer in settlement of account due.					
3	Sold merchandise for cash.					
4	Received a cash rebate from a transportation company covering an overcharge.					
5	Bought on account a new filing cabinet for office use.					
6	Sent a promissory note to a creditor.					
7	Bought merchandise on account.					
8	Bought merchandise and paid cash.					
9	Bought store supplies and paid cash.					
10	Sold merchandise on account.					
11	Cash customer returned unsatisfactory merchandise. We refunded selling price.					
12	Received promissory note from customer in settlement of account overdue.					
13	Corrected bookkeeper's error. (Equipment debited—Supplies should have been.)					
14	Paid telephone bill by check.					
15	Sent a check to pay Social Security taxes.					
16	Bought office supplies on account.					
17	Paid electric bill by check.					
18	Mailed a check to a creditor in full settlement of account.					
19	Sold an old typewriter for cash.					
20	Miss Prim withdrew \$25 in cash for personal use.					
21	Sent a check to the State Treasurer to pay for unemployment taxes.					
22	Miss Prim took merchandise from stock for personal use.					
23	Sold a used showcase to one of our customers on account.					
24	Received a check covering overpayment of interest on a promissory note.					
25	Sent a check to pay store rent.					

■ THE GREGG WRITER DICTATION MATERIAL

The Upper Berth

From "Wandering Ghosts,"

F. MARION CRAWFORD

Copyright, 1911, by the Macmillan Company

PART II

I WENT toward the captain's cabin, and found him waiting for me.

"Sir," said he, "I want to ask a favor of you."

I answered that I would do anything to oblige him.

"Your roommate has disappeared," he said. "He is known to have turned in early last night. Did you notice anything extraordinary in his manner?"

The question coming, as it did, in exact confirmation of the fears the doctor had expressed half an hour earlier, staggered me.

"You don't mean to say he has gone overboard?" I asked.

"I fear he has," answered the captain.

"This is the most extraordinary thing—" I began.

"Why?" he asked.

"He is the fourth, then?" I explained. In answer to another question from the captain, I explained, without mentioning the doctor, that I heard the story concerning 105. He seemed very much annoyed at hearing that I knew of it. I told him what had occurred in the night.

"What you say," he replied, "coincides almost exactly with what was told me by the roommates of two of the other three. They bolt out of bed and run down the passage. Two of them were seen to go overboard by the watch; we stopped and lowered boats, but they were not found. Nobody, however, saw or heard the man who was lost last night—if he is really lost. The steward, who is a superstitious fellow, perhaps, and expected something to go wrong, went to look for him this morning and found his berth empty, but his clothes lying about, just as he left them. The steward was the only man on board who knew him by sight, and he has been searching everywhere for him. He has disappeared! Now, sir, I want to beg you not to mention the circumstance to any of the passengers; I don't want the ship to get a bad name, and nothing hangs about an ocean-goer like stories of suicides. You shall have your choice of any one of the officer's cabins you like, including my own, for the rest of the passage. Is that a fair bargain?"

"Very," said I; "and I am much obliged to you. But since I am alone, and have the stateroom to myself, I would rather not move. If the steward will take out that unfortunate man's things, I would as lief stay where I am. I will not say anything about the matter, and I think I can promise you that I will not follow my roommate."

"Of course you have a right to stay where you are if you please," he replied, rather petulantly; "but I wish you would turn out and let me lock the place up, and be done with it."

I did not see it in the same light, and left the captain, after promising to be silent concerning the disappearance of my companion. The latter had had no acquaintances on board, and was not missed in the course of the day. Toward evening I met the doctor again, and he asked me whether I had changed my mind. I told him I had not.

"Then you will before long," he said, very gravely.

We played whist in the evening, and I went to bed late. I will confess now that I felt a disagreeable sensation when I entered my stateroom. I could not help thinking of the tall man I had seen on the previous night. His face rose very distinctly before me as I undressed, and I even went so far as to draw back the curtains of the upper berth, as though to persuade myself that he was actually gone. I also bolted the door of the stateroom. Suddenly I became aware that the porthole was open, and fastened back. This was more than I could stand. I hastily threw on my dressing gown and went in search of Robert, the steward. I was very angry, and when I found him I dragged him roughly to the door of 105, and pushed him toward the open porthole.

"What do you mean, you scoundrel, by leaving that port open every night? Don't you know it is against the regulations? Don't you know that if the ship heeled and the water began to come in, ten men could not shut it? I will report you to the captain for endangering the ship!"

The man trembled and turned pale, and then began to shut the round glass plate with the heavy brass fittings.

"Why don't you answer me?" I said roughly.

"If you please, sir," faltered Robert, "there's nobody on board as can keep this port shut at night. You can try it yourself, sir. I ain't a-going to stop any longer on board this vessel, sir; I ain't, indeed. But if I was you, sir, I'd just clear out and go and sleep with the surgeon, or something, I would. Is that fastened what you may call securely, or not, sir? Try it, sir."

I tried the port, and found it perfectly tight.

"Well, sir," continued Robert triumphantly, "I wager my reputation as an A-1 steward that in 'arf an hour it will be open again; fastened back, too, sir—fastened back!"

I examined the great screw and the looped nut that ran on it.

"If I find it open in the night, Robert, I will give you a sovereign. It is not possible. You may go."

"Soverin' did you say, sir? Very good, sir. Good night, sir."

Robert scuttled away, delighted at being released. Of course, I thought he was trying to

account for his negligence by a silly story, intended to frighten me, and I disbelieved him. The consequence was that he got his sovereign, and I spent a very peculiarly unpleasant night.

I went to bed, and five minutes after I had rolled myself up in my blankets the inexorable Robert extinguished the light that burned steadily behind the ground-glass pane near the door. I lay quite still in the dark trying to go to sleep, but I soon found that impossible. It had been some satisfaction to be angry with the steward, and the diversion had banished that unpleasant sensation I had at first experienced when I thought of the drowned man; but I was no longer sleepy, and I lay awake for some time, occasionally glancing at the porthole, which I could just see from where I lay, and which, in the darkness, looked like a faintly luminous soup plate suspended in blackness. I believe I must have lain there for an hour, and, as I remember, I was just dozing into sleep when I was roused by a draught of cold air, and by distinctly feeling the spray of the sea blown upon my face. I started to my feet, and not having allowed in the dark for the motion of the ship, I was instantly thrown violently across the stateroom upon the couch which was placed beneath the porthole. I recovered myself immediately, however, and climbed upon my knees. The porthole was again wide open and fastened back!

Now these things are facts. I was wide awake when I got up, and I should certainly have been waked by the fall had I still been dozing. Moreover, I bruised my elbows and knees badly, and the bruises were there on the following morning to testify to the fact, if I myself had doubted it. The porthole was wide open and fastened back—a thing so unaccountable that I remember very well feeling astonishment rather than fear when I discovered it. I at once closed the plate again, and screwed down the loop nut with all my strength. It was very dark in the stateroom. I reflected that the port had certainly been opened within an hour after Robert had at first shut it in my presence, and I determined to watch it, and see whether it would open again. Those brass fittings are very heavy and by no means easy to move; I could not believe that the clump had been turned by the shaking of the screw.

I stood peering out through the thick glass at the alternate white and gray streaks of the sea that foamed beneath the ship's side. I must have remained there a quarter of an hour.

Suddenly, as I stood, I distinctly heard something moving behind me in one of the berths, and a moment afterward, just as I turned instinctively to look—though I could, of course, see nothing in the darkness—I heard a very faint groan. I sprang across the stateroom, and tore the curtains of the upper berth aside, thrusting in my hands to discover if there were any one there. There was some one.

I remember that the sensation as I put my hands forward was as though I were plunging them into the air of a damp cellar, and from behind the curtains came a gust of wind that smelled horribly of stagnant sea water. I laid hold of something that had the shape of a man's arm, but was smooth, and wet, and icy cold. But suddenly, as I pulled, the creature sprang violently forward against me, a clammy, oozy mass, as it seemed to me, heavy and wet, yet endowed with a sort of supernatural strength. I reeled across the stateroom, and in an instant the door opened and the thing rushed out. I had not had time to be frightened, and quickly recovering myself, I sprang through the door and gave chase at the top of my speed, but I was too late. Ten yards before me I could see—I am sure I saw it—a dark shadow moving in the dimly lighted passage, quickly as the shadow of a fast horse thrown before a dogcart by the lamp on a dark night. But in a moment it had disappeared, and I found myself holding on to the polished rail that ran along the bulkhead where the passage turned toward the companion. My hair stood on end, and the cold perspiration rolled down my face. I am not ashamed of it in the least: I was very badly frightened.

Still I doubted my senses, and pulled myself together. It was absurd, I thought. The Welsh rarebit I had eaten had disagreed with me. I had been in a nightmare. I made my way back to my stateroom, and entered it with an effort. The whole place smelled of stagnant sea water, as it had when I had waked on the previous evening. It required my utmost strength to go in, and grope among my things for a box of wax lights. As I lighted a rail-

- Each month the BUSINESS EDUCATION WORLD presents some 5,000 words of new dictation material for the use of shorthand teachers. The materials selected for this purpose are given in perfect Gregg Shorthand in the same month's issue of THE GREGG WRITER. Through the use of the following cross-index, these dictation materials serve also as a ready key to the shorthand plates in that magazine.

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way reading lantern, which I always carry in case I want to read after the lamps are out, I perceived that the porthole was open again, and a sort of creeping horror began to take possession of me which I never felt before, nor wish to feel again. But I got a light and proceeded to examine the upper berth, expecting to find it drenched with sea water.

But I was disappointed. The bed had been slept in, and the smell of the sea was strong; but the bedding was as dry as a bone. I fancied that Robert had not had the courage to make the bed after the accident of the previous night—it had all been a hideous dream. I drew back the curtains as far as I could and examined the place very carefully. It was perfectly dry. But the porthole was open again. With a sort of dull bewilderment of horror I closed it and screwed it down, and thrusting my heavy stick through the brass loop, wrenched it with all my might, till the thick metal began to bend under the pressure. Then I hooked my reading lantern into the red velvet at the head of the couch, and sat down to recover my senses if I could. I sat there all night, unable to think of rest—hardly able to think at all. But the porthole remained closed, and I did not believe it would now open again without the application of a considerable force.

(To be continued next month)

Gas Pump Heroes

SEYMOUR KRIM

From "The American Weekly,"

November 21, 1948

SERVICE-STATION OPERATOR J. H. Eberhart was just about ready to lock up. He was tired—but happy.¹ Business had been brisk at the small gasoline station in Atlanta, Georgia.

Suddenly an unfamiliar car² pulled up in front of the pumps. Three men sat in the front seat.

"Fill her up," came the muffled order. Eberhart began³ to feed gasoline into the car. Out of the corner of his eye he saw one of the men slip from his seat and⁴ go into the station. When he had hung up the gas hose, Eberhart went to the car window to collect what was⁵ due him. One of the two men in the car told him: "Our friend inside will fix you up."

Eberhart walked into the station⁶—and into the muzzle of a .38-calibre revolver.

"Hand over your money," the man behind⁷ the .38 whispered. "Hand it over or I'll kill you." Eberhart just smiled.

When the gunman fired he was standing⁸ less than three feet from Eberhart, but still the service-station man did not go down.

When the crash of gunfire died away,⁹ Eberhart was looking calmly at the bewildered thug. The man could hardly believe what he saw, but he didn't¹⁰ wait to ponder the mystery. He and his friends fled.

When the police reached the scene, Eberhart told them in his¹¹ matter-of-fact way: "I figured he must have shot a blank because he was so close to me."

They dug a bullet out¹² of the wall a few inches from where Eberhart had been standing and showed it to him, but he merely shrugged. While¹³ Atlanta police marvelled at Eberhart's courage, and tracked down the would-be killers as a result of his accurate¹⁴ description, the modest service station operator tossed off his narrow escape from death without so much¹⁵ as blinking an eye.

This kind of thing has been going on ever since service stations began to appear along¹⁶ the nation's highways during the first decade of this century. There are now two hundred fifty thousand stations¹⁷ scattered across the country, and the cheerful men and women who work them have built up an enviable record¹⁸ of public service beyond the call of duty.

A whole nation took its hat off to Walter V. Lyle, the manager¹⁹ of a New York City station.

A car cut through the drizzle and pulled up in front of Lyle's service station on²⁰ September 15, 1934. The driver, neat as a pin, ordered five gallons of gasoline²¹ and paid for it with a ten-dollar gold certificate.

Lyle was alert. Remembering that this issue of²² currency had been stopped by the Treasury, he said casually: "Haven't seen many of these lately."

The driver's²³ mouth twitched slightly. "No," he said, pocketing his change, "I haven't got many more than a hundred left." As the car headed²⁴ out into the rain, Lyle jotted down the license number.

The man in the car was Bruno Hauptmann. He had paid²⁵ for 98 cents' worth of gasoline with ransom money that had been withdrawn from circulation. As a result²⁶ of Lyle's alertness, Hauptmann was tracked down by his license plate numbers and finally executed for the²⁷ celebrated kidnap-murder of the Lindbergh baby.

A different kind of service was performed by Mary²⁸ Willis, operator of a seaside service station on the lonely shore of the North Carolina coast. One²⁹ night a call came through to the station from seven hundred miles away, asking for a fisherman whose child was dying.³⁰ If the fisherman could reach Norfolk next morning he could catch a plane to the child's bedside before it was too³¹ late.

Out into the night went service-station operator Willis—only to find that the fisherman had sailed³² with the tide. Undaunted, she fought her way through a rising storm to the Coast Guard station and convinced the men that the³³ father must be rushed to Norfolk.

Out went the surfboat, in came the fisherman, and after a fast run to Norfolk³⁴ a grief-stricken father reached home in time to share a child's last moments on earth.

An executive of one petroleum³⁵ company recently paid high tribute to the independent service-station operator by saying:³⁶ "He has the charm of an ambassador, the persistence of a termite, the shell of a turtle, and the strength³⁷ of a horse."

Whether it's an act of heroism, or just giving you and your car the friendly treatment you've come³⁸ to expect, the service-station operator is hard to beat. (764)

Early Journalism

BRUCE ELLIOT

As condensed from "The Canadian Weekly Editor," in "The Advertiser's Digest"

CONTRARY to popular belief, journalism was not a child of the art of printing. It existed in several rudimentary forms long before William Caxton introduced his craft into England in 1476, and the forms of journalism existing in 1476 were not united with the art of printing to produce a periodical of any sort for about a century and a half and to produce a newspaper until some twenty years later.

Perhaps the earliest form of English journalism arose out of a job performed unofficially by the wandering minstrels of the 11th, 12th, and 13th centuries.

While the minstrel trudged from castle to castle he took careful note of the happenings of the day and then made the most of his unique opportunity to pass along his information to those who could appreciate it, and no doubt, pay for it.

Minstrels accompanied the Normans from France when the latter invaded England in 1066. Then they soon split into two classes: those who preferred security and attached themselves to royal or noble households, and those whose dish was the vagabond life.

If the wandering minstrels can be regarded as England's first reporters, then another group of habitual travelers of the same period can be regarded as the country's first editorial writers. These were the goliards—wandering students and clerks who were noted more for intemperant living than for commendable industry. The goliards penned satirical poems directed at the medieval church.

The most highly developed form of journalism to flourish before the advent of printing was the work of "scriveners" or "intelligencers." These writers were recognized as professionals soon after postal services were regularly established, in the 15th century. The job originated when great men began to employ clerks to keep them informed, during their absences from court, about everything that happened there.

The scriveners or intelligencers gathered information on the day's events at the court, picked up a goose quill and dashed off "letters of news" to their employers. Their messages were soon considered indispensable by the bigwigs of the day.

When the scriveners realized their growing importance in the scheme of things, they branched out. They conducted campaigns, built up subscription lists, and instead of writing one, wrote as many newsletters as they had subscribers.

The more forward-looking of the scriveners—and probably those with the easiest access to capital—expanded still further: they established "intelligence offices"—the first news agencies—and hired staffs of clerks to gather the news and copy out the newsletters.

Although the newsletter was an advanced

form of early English journalism, it cannot be regarded as the work of a true journalist. It falls short of the mark because the scrivener produced it for a limited number of readers, not for the general public.

The importance of the newsletter in the development of journalism was great. The advent of printing in 1476 did not wipe it out. The printed word was immediately licensed, censored, and otherwise restricted. The handwritten word was free.

By 1620 the typical balladmonger took his ballad to a job printer who set it up in Gothic wood type and ran off a few dozen copies on his screw press. With his printed "broadside ballads" in hand, the balladmonger ran to the nearest street corner to peddle his "story." The balladmonger, to attract customers, warbled his brain child from beginning to end.

Balladmongers were true journalists: they wrote about current events for the general public. Other true journalists were writers who teamed with printers and produced sheets and pamphlets called "relations."

It was in the shops of Dutch printers in Amsterdam, Holland, in 1620, that the first English periodicals were published. They were printed on one side of a single sheet and were called "corantos" because their regular publication gave their readers the "current" of the news.

In 1632, corantos were killed by an edict of the Star Chamber which forbade the publication of foreign news, and they disappeared for the next six years.

In 1638, Nicholas Bourne and Nathaniel Butler succeeded in obtaining from Charles I a 21-year contract giving them the right to publish a coranto once again. Their coranto was short-lived. The licenser of all printed material, a royal official, arbitrarily put an end to it in 1639, in spite of the contract, and at the same time issued orders prohibiting publication of similar publications. The licenser then went into business himself. By 1641 the coranto had all but disappeared. England's first real newspapers were soon to appear.

They were weekly publications called "diurnals" and were newsbooks of two sheets (sixteen pages quarto) and were frequently less, giving their readers day-by-day news. They sold for one penny, which was then the equivalent of four cents.

The first diurnal was edited in 1641 by Samuel Pecke, "the first of the patriarchs of English domestic journalism."

In 1643 a new licenser of the press was appointed by Parliament and he was to recognize and guarantee the titles of periodicals, protect copyright, and stamp out counterfeiting and forging. As a result of this licensing system, journalists were for the first time a recognized body and their periodicals and articles became legally real property.

In 1647, Henry Walker started a diurnal, which was the first to include advertisements in its columns.

The diurnals published from 1641 to 1649—and there were hundreds of them—show in isolated instances most of the characteristics of the modern newspaper—factual news re-

porting, editorial writing, feature writing, letters to the editor, answers to questions³⁰ from readers, illustrations, and advertisements.

They were real newspapers; they had permanent names, they appeared³⁰ regularly, they published domestic news and editorial comment in the main; they were free to adopt³⁰ any policy they chose.

After 1688, when the success of the revolution allowed³¹ journalists and printers to resume publication of independent news periodicals, the newspaper³² press flourished again and licensing was gradually abandoned. (1252)

Martial March

WHETHER it comes in "like a lion and goes out like a lamb" or vice versa, March is the month when anything is¹ likely to happen and always does. It's the month when we plant our radishes and lettuce two weeks too early, when² we get a hint of spring in the morning, toss away red flannels, overcoat, and hat, and go home with a cold the³ same night.

Its reputation for activity and fame has a lot of foundation. March is the month in which the⁴ sun enters the sign of Aries (the ram). The name of this month is taken from the god of war, Mars, possibly because⁵ the Romans were so warlike. It was the first month of the Roman year. March is generally pictured as a⁶ man of tawny color and fierce aspect, with a helmet on his head, carrying a spade (suggesting the spring season⁷ when that utensil is so much used), and scattering seeds.

March 1, 1882, the Red Cross, acting⁸ under the Geneva Convention, to which the United States was signatory, signified its adhesion⁹ by an Act of Congress. This organization is a memorial to Jean Henri Dunant, who was inspired¹⁰ with the war work of Florence Nightingale in the Crimean War.

March 6, 1836, at the¹¹ Alamo, San Antonio, Texas, after a desperate siege, the Mexican army under General¹² Santa Anna, wiped out the garrison defending the Alamo. As the American army was fighting¹³ for the independence of Texas, the Alamo is called the "Cradle of Texas Liberty."

On March 8,¹⁴ 1841, Oliver Wendell Holmes, American jurist, was born. He was the son of Oliver¹⁵ Wendell Holmes, poet, essayist, and physician. The son was a graduate of Harvard University, and¹⁶ served as a lieutenant in the Union Army in the Civil War. He was a member of the Supreme Court of¹⁷ the United States. He died in Washington, D. C., March 6, 1935.

March 12, 1794,¹⁸ the United States Post Office Department was established. Its activities are carried on¹⁹ by the following departments: Railway Post Office, Money Order System, Rural Mail Service, Dead Letter Office,²⁰ Postal Union, Postal Savings Banks, Air Mail Service, Registry Service, Insurance Service, C.O.D. Service.²¹

March 16, 1802, West Point Military Academy was authorized by Congress. It was²² located on a reservation of thirty-five hundred acres. It was occupied as a military²³ post

after the Revolution. The military school was established in 1794.

March²⁴ 17, about 493, Saint Patrick, patron saint of Ireland, died. There is much diversity²⁵ of opinion as to the place of his birth. He brought Ireland into touch with Western Europe. He also caused²⁶ Latin to become the theological language of Rome.

March 21 is the beginning of spring, which²⁷ continues through March, April, and May. In this country this is the season when vegetation begins to show signs of²⁸ life. The season comes between the vernal equinox and the summer solstice. The astronomical spring in the²⁹ Southern Hemisphere begins September 23 and ends December 21.

March 18, 1782,³⁰ marks the day on which John C. Calhoun, statesman and parliamentarian, was born in South Carolina.³¹ As a young man he graduated from Yale University in 1802. He served in both³² United States House of Representatives and Senate. In 1817 he became Secretary³³ of War. In the Senate he advocated the doctrine of states rights. He died in 1850. (679)—*The "Kablegram"*

Cliché

In "The Advertiser's Digest"

WE BEG TO ADVISE and wish to state that yours has arrived of recent date.

We have it before us, its contents noted.¹ Here-with enclosed are the prices quoted.

Attached you will find, as per your request, the sample you wanted; and² we would suggest—

Regarding the matter and due to the fact that up to this moment your order we've lacked—

We hope³ you will not delay it unduly, and we beg to remain, Yours very truly.—*The Casualty and Surety⁴ Journal* (81)

An Eastern Story

THE HAUGHTY FAVORITE of an Oriental monarch threw a stone at a poor priest. The dervish did not dare throw¹ it back, for the favorite was very powerful. So he picked up the stone and put it carefully in his pocket,² saying to himself: "The time for revenge will come by and by, and then I will repay him."

Not long afterward,³ walking in one of the streets, he saw a great crowd, and found, to his astonishment, that his enemy, the favorite,⁴ who had fallen into disgrace with the king, was being paraded through the principal streets on a camel,⁵ exposed to the jests and insults of the populace.

The dervish seeing all this, hastily grasped at the stone which⁶ he carried in his pocket, saying to himself: "The time for my revenge has come, and I will repay him for his¹ insulting conduct." But, after considering a moment, he threw the stone away, saying: "*The time for revenge³ never comes*; for if our enemy is powerful, revenge is dangerous as well as foolish, and if he is⁹ weak and wretched, then revenge is worse than foolish, it is mean and cruel. And in all cases it is forbidden¹⁰ and wicked." (202)—*From "Seed Thoughts for Public Speakers."*

Graded Letters for Use with the Gregg Manual

A. E. KLEIN

For Use with Chapter Seven

Dear Mr. Ainsworth:

The continuous battle of business, a sudden turn of events, worry over the state¹ of our continent and of the world—such intense strains cannot help but wear you down and cause you to lose your temper.²

But there is no use attempting to turn back the clock to those wonderful days when living was simple. You're living³ in a modern world and its intense pace is damaging to the nerves. By the time you have gotten into bed, you⁴ find yourself "too tired to sleep." You turn and thrash, and the painful events pertaining to the day's work surge through your brain.⁵

What can you do about it? A tense body and a worried brain need special inducements in order for you to⁶ obtain a good night's sleep. The most useful and important thing is the right kind of mattress. While the Temple Standard⁷ mattress may not solve all your problems, I am sure it can help greatly toward easing tension and inducing healthful⁸ sleep.

Why not call at our Third Avenue store and see for yourself how wonderful a mattress the Temple Standard⁹ is? Our expert sales representatives are always glad to point out its virtues.

Yours very truly, (198)

Dear Sir:

Thank you for your courtesy in sending us so quickly the card which makes official the Guarantee Bond¹ given you by Mr. Ainsworth, from whom you recently purchased your new Western appliance. Your Guarantee Bond² is now in official effect for the standard period of one year.

Our concern has been in business for over³ thirty years and during that period has always given faithful service to all users of Western machines.⁴ I am sure you will obtain the same thoughtful attention and expert service.

The vast resources of the Western⁵ Appliances are dedicated to making life easier for the mother of the home. Our research⁶ engineers are continuously at work modernizing old equipment and turning out wonderful labor-saving⁷ devices. Every few months we may send you news of other Western machines you'll be glad to know about.⁸

Thank you very much for your patronage.

Cordially yours, (170)

For Use with Chapter Eight

Dear Mr. Pound:

Your book, "Adventures with Diamonds," reached my west side office a few days ago. I submitted it at once to our subeditor. He considers it one of the most admirable books on diamonds he² has ever read and he predicts a tremendous sale. Solely on the basis of his

advice and recommendation³ I am accepting it.

Mr. Forrest admits that the book does possess several minor defects. Some of⁴ the finest incidents are carelessly written. Another defect which you will have little or no trouble⁵ remedying: quite a few of the tales begin too abruptly. There are one or two other facts that we believe it⁶ advisable to talk over with you.

Won't you drop in to see us in a day or two? I am of the opinion⁷ that if we work hand in hand on these minor defects, we can have "Adventures with Diamonds" ready for⁸ publication this spring.

Yours truly, (166)

Dear Mr. Justice:

There will be a meeting of aldermen this Thursday at 10. Mr. Best is to appear at¹ that time and he intends to make a demand that the new subway be financed by one of the largest bond issues² ever advocated.

I should like you to attend this meeting and to expound your ideas to the aldermen³ as to why such a demand is inadvisable at this time. Since you will be forced to admit that the new⁴ subway must be built in the near future, it will be necessary to come prepared with alternative solutions⁵ for its financing. I must advise you to be prepared to answer all questions. While the aldermen do not⁶ pretend to be experts on government financing and subsidies, they intend to learn; and, needless to say, they⁷ will earnestly pound away at you with some tough questions.

To get to Ulster Hall from the suburbs, take the west side⁸ subway and get off at President Avenue.

Sincerely yours, (171)

Gentlemen:

If the present demand continues, we are of the opinion that the market will be fast and active,¹ with higher prices as the season advances. We advise you, therefore, to place all orders immediately.² Your early purchases will be the cheapest of the season. Act now and save money!

Very truly yours, (59)

For Use with Chapter Nine

Dear Sir:

The Union Manufacturing Corporation, which was established just twenty-five years ago this month,¹ extends to you a cordial invitation to join in its Silver Jubilee celebration. This celebration² will take place Saturday evening, March 26, at the Loyal Hotel on South Avenue, near Journal Square.³

For your information and convenience, a list of the events is enclosed. Besides the splendid offerings⁴ indicated, there will be numerous clever and delightful acts that we want to keep as a surprise.

We have no⁵ doubt that our friends will find

the atmosphere most pleasant and that they will enjoy the original manner in which the celebration is to be staged.

The directors and the principal staff members of the Union Manufacturing Corporation sincerely trust that you will be able to attend.

Cordially yours, (156)

Dear Mr. Bowle:

I am proud to be able to tell you that we can now offer to accountants an essential and convenient aid which they have undoubtedly needed for many years. "Current Practices in Accounting" brings together in a single reference book the present-day practices of numerous businesses and industries engaged in manufacturing, banking, freight handling, etc.

In producing this book, we were privileged in obtaining the cooperation of Mr. John Hill, the celebrated head of the Hill Accounting Corporation and brilliant editor of the Journal of Accountancy. He in turn engaged the services of several capable accountants, each a master of a particular branch of accounting. They have accomplished a marvelous job in organizing the information essential to a thorough mastery of any one of these particular branches. The original colorful charts, the striking illustrative materials and the numerous clear explanations provided will absolutely amaze you.

The cost of this first edition is \$10, subject to the customary professional discount of 10 per cent. As the initial printing was small, we urge you to order your copy immediately; otherwise, you will, no doubt, have to wait for several months for your copy of "Current Practices in Accounting."

Yours very truly, (258)

Actual Business Letters

Spring Reminders

Mr. Lawrence Hart, 123 Third Street, Macon 1, Georgia. Dear Mr. Hart:

Because most people like our magazine, "Gardening Hints," once they have seen it, we are making a special get-acquainted offer to attract new friends. If you send in your subscription promptly, you will receive free an extremely helpful booklet entitled "Gardening Tips."

This valuable 96-page book offers a handy schedule of home garden work for the whole year, arranged by months. Not only does it remind you of the things to be done each month, but it tells you briefly and simply how to do them.

If you are an amateur gardener and have not yet discovered our magazine, "Gardening Hints," we think you will find in it a new pleasure and a new helpfulness that will delight you. The articles deal with every branch of gardening and every garden interest. It is edited by four of the leading gardening authorities in America.

Please rush your subscription and see for yourself if this isn't just the garden magazine you have been wishing for. And get the valuable gift book free. A subscription form is

enclosed, together with a return envelope that requires no postage.

Sincerely yours, (216)

Mr. Kenneth Powell, 57 Prince Street, Fort Wayne 12, Indiana. Dear Mr. Powell:

Good health is said to be man's most valuable possession, and this holds true with trees.

Our company can offer you a complete tree-saving service. We can protect the health of your trees from injurious pests by spraying. We can put new life in the soil around their roots. We can move or remove trees and perform surgery on those that are neglected and show signs of decay.

Let our representatives give you all the details of our services.

Cordially yours, (99)

Junior O. G. A. Test

Dear Darlene,

I hope the farm won't always keep you this busy as I do miss your very nice letters. They give me a picture of the life I may be living one of these days. Ros just can't seem to get used to this city life and I don't know whether I would like living in the country. I will give it a try, though, in fairness to your brother.

Perhaps we can visit you while on vacation. I'll give you more definite word in my next letter. Tomorrow is a working day so I had better get to bed.

Bye now, and do write me again soon.

Love,

Catherine (98)

O. G. A. Membership Test for March

A SMOOTH SEA never made a skillful mariner, and neither do prosperity and success necessarily qualify one for usefulness and happiness. The storms of life, like those at sea, rouse the faculties and excite invention, prudence, skill, and fortitude.

The martyrs of ancient times in bracing their minds to out-wit calamities or storms acquired a loftiness of purpose and a heroism worth a lifetime of indolence and soft living. Those who have suffered much are like those who know many languages; they have learned to understand and to be understood by many men. (105)

Transcription Practice

Dear Mrs. Bolton:

We are holding the usual Annual Clearing Sale this month in our Basement Dress Department and invite you to attend the advance selling scheduled for Wednesday, March 23 at 10 a.m. For twenty-one years this sale has offered the best values of the year.

Our better dress sections and our economy dress section have combined in offering dress values that have not been possible for many years. This year's lower price levels have opened resources that have not previously been available. That is one of the reasons why this sale will be one of the greatest we have ever held.

There will be thousands of smart business,

street, formal, and^a informal dresses suitable in all size ranges, and the prices of \$5, \$7, \$9,⁷ \$11, \$13, \$15, and \$18 will delight you.

We ask you to remember^a that this invitation selling will be held Wednesday, March 23, which will be in advance of the regular^a newspaper announcements. Come in Wednesday and you will effect unusual savings.

Very truly yours, (199)

Dear Miss Hopkins:

Many thanks for your inquiry of last week about Miller shoes, which has just reached us. It is indeed¹ a pleasure to know that you are interested.

Miller shoes will completely satisfy your every desire³ for good looking, proper fitting footwear, plus exclusive comfort features that you will find in no other shoes.³ These features are protected by patents.

In the folder enclosed, we illustrate just a few of the many models^a that are available. As manufacturers we are unable to supply you direct, and for further^a attention we refer you to Glass Brothers, Inc., 421 Grand Street, of your city. This store^a has been fitting Miller shoes for some time and they are fully equipped to render courteous and efficient service.⁷

Cordially yours, (144)

By Wits and Wags

GOOD MORNING, Jimmy," said the neighbor to the small boy sweeping off the porch. "Is your mother in?"

"Would I be doing this if she wasn't?"

PET-SHOP DEALER: What makes you think that dachshunds are becoming fashionable, madam?

Lady: Because they are always saying over the radio, "Get a long little doggie."

TEACHER: Deep breathing helps to destroy microbes.

Teddy: But how can you make them breathe that way?

GARAGE OWNER: Thirty dollars—thirty dollars to paint my garage? That's outrageous! I wouldn't pay Michelangelo that much to paint my garage!

Painter: Listen, you, if he does the job for any less, we'll come and picket your place!

"BUSINESS is so quiet that we'd better have a special sale," said the shoe merchant.

"All right," said the store manager, "what shall it be?"

"Well," said the boss, "take that line of \$5 shoes and mark them down from \$10 to \$8.50."

A STUDENT'S ALLOWANCE had run out so he wrote home for more money. Feeling a bit nervous about the impression it would make, he ended his letter: "P. S.—I did not like writing you. In fact, I ran after the postman to get this letter back."

A week later he received the following reply: "You will be glad to know I did not receive your letter."

Key to the WWT

(page 434)

Line

- 1 (1) Spell out *March*; (2) space after comma; (3) 1949 not 1948; (4) omit period.
- 2 (5) *Director* not *Directer*.
- 3 (6) Space between *High School*; (7) capitalize *School*.
- 4 (8) *Elgin* not *Elgen*; (9) omit comma; (10) insert comma after 2; (11) omit period.
- 5 (12) *Sir* instead of *Mr. Howell*.
- 6 (13) Comma after *early*; (14) *solicit* not *solict*; (15) *your* not *you*; (16) *securing* not *securin*; (17) *employees* or *employes* not *employs*.
- 7 (18) Small *g* in *graduating*; (19) *learned* not *learnd*; (20) *pre-* not *prev-*.
- 8 (21) Comma after *that*; (22) *classes* not *class*; (23) omit hyphen after *well*.
- 9 (24) *therefore* not *therefor*; (25) *enumerating* not *eneumerating*; (26) omit underscore; (27) *requirements* not *requirments*; (28) *this* not *that*.
- 10 (29) Omit comma after *that*; (30) insert *the* after *at*; (31) omit comma after *list*.
- 11 (32) Omit hyphen in *interviewing*.
- 12 (33) No indentation; (34) comma after *know*; (35) omit comma after *large*.
- 13 (36) *incentives* not *encentives*; (37) comma after *attendance*; (38) *initiative* not *initative*.
- 14 (39) *unusual* not *unusable*; (40) two spaces after period; (41) *beginning* not *begining*.
- 15 (42) *is* not *are*; (43) *generous* not *generous*; (44) *allowances* not *allowance*; (45) omit hyphen after *sick*.
- 16 (46) *after* not *aftr*; (47) comma after *time*; (48) *retirement* not *retirment*; (49) *Advancements* not *Advances*.
- 17 (50) *according* not *accordingly*; (51) period instead of exclamation point.
- 18 (52) No indentation; (53) *bookkeepers* not *bookeepers*; (54) *typists* not *typests*.
- 19 (55) Omit hyphen in *file clerk*; (56) *clerks* not *clerk*; (57) *category* not *catagory*; (58) period outside parenthesis mark; (59) *is* not *are*.
- 20 (60) *workers* not *works*; (61) omit comma; (62) period at end of sentence.
- 21 (63) *Personnel* not *Personal*; (64) *located* not *locate*; (65) *Pennsylvania* not *Pennsylvaina*.
- 22 (66) *hours* not *ours*; (67) omit *say*; (68) small *w* in *week*; (69) delete hyphen in *week days*.
- 23 (70) *are* not *is*.
- 24 (71) *care* not *cared*; (72) space between *for more*; (73) omit after *particulars*.
- 25 (74) *us* not *him*.
- 26 (75) *Sincerely* not *Sincerly*.
- 27 (76) *Claude* not *Claud*; (77) space after period.
- 28 (78) *Personnel* not *Personal*; (79) do not capitalize second *o* in *Co-ordinator*.
- 29 (80) *CES* not *CSE*.



ON THE LOOKOUT

A. A. BOWLE

33 Levelmatic, just introduced by Blake Industries, 2355 Guardian Building, Detroit 26, Michigan, is a fully automatic device to stop furniture wobble, so the manufacturers say. One of the essential elements is "Bouncing Putty," a silicone product recently discovered in the laboratories of General Electric and Dow Corning Corporation.

Levelmatic units are declared to correct the level for uneven furniture legs, sagging floors, and furniture standing partly on a rug and partly on a bare floor. One unit is placed under each leg of the furniture.

34 The Associated Industrial Designers, 3726 Effingham Place, Los Angeles 27, California, also known as the Sort-O-File Company, has brought out a new telephone index that can be operated with one hand while the user is telephoning. It contains removable pages for the typewriting of telephone numbers. In addition, the new AID device is push-button-operated.

A slight pressure on the desired index button, while the button is held between thumb and second finger, drops the loose-leaf book open at the desired page. The model is of plastic, but the index can be made of metal or other materials. The index pages could be made of aluminum. Mr. R. B. Larter is the inventor. This is a pre-manufacturing item . . . a look at the "things to come."

35 The Victor Safe and Equipment Co., Inc., North Tonawanda, New York, is marketing a new desk tray with a novel "lifter" in the front, which literally "hands you your papers." Just reach out, press the action lifter lightly, and the papers pop right into your outstretched fingers—you get them all at one time, state the manufacturers. The action desk tray is made of heavy metal and is equipped with resilient rubber feet. The finish is gray, olive green, or brown enamel. The Viseco action tray can be stacked to any desired height.

36 The Arrow Fastener Company, Inc., 30-36 Majuer Street, Brooklyn 6, New York, has recently made available a new stapling machine to be known as the Long Arm. It is designed to reach areas that are inaccessible to the average machine, having a reach of 12, 15, and 18 inches and loading 210 standard staples, $\frac{1}{2}$ and $\frac{1}{4}$ inch. The stapler is made of aluminum casting with a sturdy wrinkle-finish base.

37 Pitney Bowes, Inc., Stamford, Connecticut, has introduced a new desk-model letter-opening machine, the Model LH Mailopener, claiming to bring a new convenience in mechanical mail opening.

The operator lightly presses a lever, and a guarded spiral cutting blade trims off a thread-like envelope edge. The housing is an aluminum-alloy die casting, which mounts a cutting blade and shear plate of hardened steel, precision ground.

38 The new, inexpensive typist's copy-holder from the Barton Engineering Company, Stephenson Building, Department 53, Detroit 2, Michigan, was designed to increase typing speeds by eliminating the eye, back, and neck strain that is usually attributed to reading copy from the top of a desk or typewriter stand. The base of the stand is clamped to the typewriter, and the black metal square on which a clip holds the copy stands back of the machine.